1995 Charter School Application

Basic Fact Sheet

The Springfield Charter School of Communications
and Entrepreneurial Education
Operated By The Evergreen Diamond Systems, Limited

Proposed Charter School Name

Springfield, Massachusetts

School Location (city, town)

Contact Person

First Samuel Middle R. Last Bass

Organization Diamond Mind System Address 111 Thompson St.

City Springfield, State MA Zip 01109

Telephone (413) 782-6574 Fax (413) 783-3552

Founding Coalition	Grade Level	Projected Student Enrollment
Parents x Teachers x PF-P Bus. CBO x Museum Other Fund Grp x	Elem. Middle Secondary x Other	First year..... 60 Second year.... 100 Third year..... 140 Fourth year.... 260 Fifth year..... 320 Total # of teachers... 6 Teacher/Student Ratio.1:12

In what type community will the Charter School be located?	Do you presently have access to a suitable facility for a school?
Urban x Rural Suburban Other	Yes x No

School Focus:
The Springfield Charter School will focus primarily on teaching & enhancing communication science skills and entrepreneurial conception to at-risk 9-12 graders & same grade youth who express a desire and motivation to study in the above fields.

TABLE OF CONTENTS

The Diamond Mind System, Ltd.
Executive Summary

It is with great pleasure that I take the opportunity to submit the Charter School Application on behalf of many citizens of the City of Springfield and The Diamond Mind System, Ltd. It is a process that has been in progress over the last two years in the City of Springfield among and between the various venues in the city who have a vested interests in the improvement and/or enhancement of our children's educational opportunities here.

I have been in collaboration with educators, lawyers, bankers, politicians, parents, students, community based organizations, businesses, foundations, visionaries and the like all of which have, in one way or another, helped to bring about this application for submission to the Charter Schools Executive Office of Education. It is my sincere belief that the plan outlined in this application meet the goals and intent of the legislation enacted for the establishment of the Charter School in the Commonwealth.

The proposed Springfield Charter School of Communication and Entrepreneurial Education, I believe, presents an unprecedented focus and approach to the educational and skill proficiency needs of an urban student headed into the twenty-first century. Traditional methods of education presently employed here in Springfield are outmoded in light of the emergence of the computerized 'Super Highway', which is pervading more and more of the ways in which we all do business these days. Young people educated in our present urban school setting will be ill-equipped to compete with the demands for competency nor will they possess the social ease necessary to compete in the marketplace of the new millennia if interventions are not initiated. I view the enacted Charter Schools legislation as an opportunity for us in Springfield to be pro-active in providing viable opportunities for our children that they might have the chance to succeed as informed, empowered citizenry of the Commonwealth in the twenty-first century.

Upon reviewing this application, I am confident that the Springfield Charter School will present itself as a project worthy of your approval due to the multi-faceted support that it has received in the City of Springfield, the uniqueness of its purview as well as its fit to the goals and vision of the enacted legislation for Charter Schools. Speaking in behalf of many citizens of Springfield, we endeavor and look forward to: enhancing the educational options for high school students; introducing and providing updated learning modalities and mediums; accountability for the educational outcomes; entrepreneurship among teachers, administrators and our students; a fresh approach to school structure and management and the opening of this Charter School in September of 1995.

Respectfully Submitted,

Samuel R. Bass

Samuel R. Bass, CEO, Rayna Communications
President, The Evergreen Diamond Systems, Limited

M I S S I O N

The mission of the Springfield Charter School of Communication and Entrepreneurial Education is to join with others to create the conditions within which all high school students in the City of Springfield:

* Develop as healthy, productive and caring persons, free from ignorance and degradation

* Experience healthy, nurturing, and enduring relationships as members of their families, community and school settings

* Participate fully in school and community life

* Have access to and exercise age appropriate opportunities for decision making

* Are supported in their transition to higher learning, the marketplace and/or adulthood

* Receive remediation(s) and/or services that are respectful of the adolescent developmental milieu, compassionate with respect to a person's individual needs, and culturally competent with respect to their heritage.

The high school aged youth of Springfield have a fundamental right to mature as a healthy members of a family, school and community setting within the Commonwealth of Massachusetts. To that end the Springfield Charter School will work to support, enhance and empower teachers, administrators, parents, and community-based initiatives, to educate, guide, nurture and embrace at risk students, primarily, and any of a number of other students, generally, toward positive belonging, academic proficiency and fruitful possibilities in their futures as citizens within the Commonwealth.

The fact is that high school students in the City of Springfield and, indeed, throughout the Commonwealth, live in economic and environmental conditions which do not support or promote their healthy maturation and/or development. These conditions for Springfield include, but, are not limited to poverty, substance abuse, substandard housing, crime on the streets, domestic and gang violence, generational entitlement dependencies, and inadequate health care. The Springfield Charter School will work with students, their parents and community resources, including those in the State and private sector, to foster corrective remedies and behaviors within the families, neighborhoods and communities of our students.

High school students, their families, their neighborhoods and communities are an indispensable sources relative to the measure by which we can educate and enculturate our

high school students to live and participate in the realities of the marketplace and within the expectations of and for our Massachusetts citizens of the twenty-first century. The Springfield Charter School will include students, families, neighborhoods and communities in their assessment and evaluation of its innovative programs which will be utilized by the School toward its endeavor to ready students for the coming millennia.

The Springfield Charter School will invest its human and financial resources, to the greatest extent that is possible, in providing a more contemporary educational opportunity, in activities and in programs most likely to advance this mission.

O B J E C T I V E S

1. To increase and improve each student's competency levels with the impetus being placed on reaching grade level competencies and/or above in the 'least restrictive environment' appropriate to each individual students specific and conventional (non-specific) needs

2. To sponsor an ongoing series of bi-monthly community based opportunities and events for students to become familiar with and participate in activities that highlight the communication sciences and/or entrepreneurial endeavors within the urban setting

3. To produce and direct documentation of the Charter School's 'laboratory of innovations' with the input of each student's efforts via the written, video, audio and any and all other appropriate medium for the purpose of public airing and exhibition, especially within the Springfield Community, at least four times per school year

4. To facilitate an experience based working knowledge of economics, politics, the legal system, and trends in the areas of communications science via the invitation and subsequent presentations in these respective fields by leaders in City of Springfield and throughout the Commonwealth

5. To sponsor and facilitate a drop-in learning center and on-going primary, secondary and tertiary prevention based parent and family groups and activities for the purpose of fostering healthy, nurturing and progressive family, school and community settings

6. To introduce, develop and hone cultural competency,

standards of civility, respectful conduct, business acumen, and leadership aptitudes via individual session, interactive group and in-service trainings for each student, staff and personnel member

STATEMENT OF NEED

The Public Schools System of Massachusetts is not and has not been effectively meeting the needs of a large number of its students as they transition from the schoolhouses on into the stage of seeking sound and viable means of thriving within our Commonwealth. This is especially true of our youth in urban settings. The numbers of these youth are increasing as is evidenced by a disappointing and climbing drop-out rate among teens, a high unemployment rate of youth between the ages of 18 and 24 and public outcry over what appears to be a heightening in teen-aged parenting and gang activities in our urban communities.

It is no longer mere conjecture that the reason for these present trends is our young people's lack of preparedness for the realities of present job markets, fruitful life designs and/or choices. Their present plight stems from a lag in the way we need to educate our children for successful citizenry and the way that we presently do. It is also no longer arguable that our economy and job markets are driven by a different set of prescriptions of competency and technology within our the local, state, national and global earnings arena.

Clearly, there is a need in Massachusetts, especially urban areas such as Springfield (former small manufacturing centers), to re-configurate the impetus of the educational program to meet our challenge to transition from an age of strife and industry to one of assent and technology. The establishment of a charter school such as the one being proposed will provide this needed contemporary impetus. It would also extend our historic Commonwealth largess as a leader in the development of our most valuable resource-the people of Massachusetts-by remaining committed to and on the cutting edge of sound educational reforms and practices.

PROFILE OF FOUNDING COALITION

The coalition group, Evergreen Diamond Systems, Ltd., consists of fifteen (15) individuals who represent a well balanced and varied range of parents, teachers and professionals in and around the Greater Springfield Area. The proposed Springfield Charter School of Communications and Entrepreneurial Education is the two year culmination of the collaborative efforts of several vested, concerned and visionary persons who met, stormed, normed, performed and conformed around the question of how to best address our need to improve and enhance our nearly bankrupt public school system that has more increasingly issued forward short-

changed students. It was our endeavor to take a comprehensive approach to the presenting challenges of publicly educating our students, or children, in many cases, for meaningful, productive choice-filled lives.

Samuel Bass, Director and Founder of the Diamond Program and the Bottom Line Newspaper, respectively, has been the driving intensity for the coalescing of the entire working group process. He is a native of Springfield and has attended many of the schools and some of the colleges in the self-same area. He has gained momentum and renown over the last five years working and becoming known as the consummate entrepreneur. He has coupled his business acumen with a consistent study and mastery of the Business and Communication Sciences professions.

Mr. Bass' commitment, consistency in action for, and dedication to the youth and their right to 'the pursuit of happiness' is unreproachable. He has articulated a commitment and desire to devote the remainder of his life to the pursuit of innovative approaches for education and human development for the citizenry of Greater Springfield. Mr. Bass is presently pursuing professional development in the Academic field (see attachments). Mr. Bass will remain the driving force of the Springfield Charter School as its first Head Master and will utilize his hands-on approach to education coupled with his community development and liaison work that he has been networking over the years.

Mr. Anthony J. Guglielme is another of the sustaining forces in the founding coalition who brought commitment and dynism to the working group for the establishment of the Springfield Charter School. Mr. Guglielme is a PHD candidate in Economics at the University of Massachusetts. He is a specialist in small business' development and in the relationship between environmental issues and the business milieus. He has extensive experience teaching at the college, adult education, secondary and primary levels of the educational spectrum. He has also worked for many years as counselor with at-risk adolescents at various primary care centers.

Attorney Marjorie Hurst is a parent of two high school aged students. She was the voice and coordinator of parental input into the Charter School working group. Mrs. Hurst is also the Board President of the YWCA of Western Massachusetts where many of the work group meetings were held through the final stages of the work of the founding coalition.

Mr. James Fenlanson, retired Administrator and Special Education Director of the Springfield Public Schools has humbly and tirelessly lent his time, expertise and vision, based on his experience of the lack of innovative alternatives and subsequent recognized inherent value of and in the enacted Charter Schools legislation. He plans to continue with the Springfield Charter School in the capacity of Board Member and Consultant to the Special Education component.

Mrs Barbara Love, PHD, is a professor of Psychology at University of Massachusetts. She has consulted with the

various members of the founding coalition concerning curriculum, clinical and intervention strategies for the participants within the Springfield Charter School, cognitive, social and developmental expectations for the urban adolescent. Mrs. Love would continue with the Charter School as a facilitator in some of the sessions, seminars and in-services which will be held in and around the School. And, she will remain as inspiration and encouragement to all who would lend their efforts to the Charter School.

Please note the following, in brevity, as their vitae are included in the Attachments of this proposal: Mary Reardon-Johnson, Executive Director of the YWCA of Western Massachusetts; The Reverend Irene Blanchard, Executive Director of the Save Our Kids Program; Grayce-Lynda R. Sypteras, III Vice President Of the NAACP of Springfield, The Museum of Fine Arts of Springfield Steering Committee, Secretary of the Civic Minded Women of Springfield, Secretary of the Retired Veterans and Veterans Keep in Touch Committee, and the Director of Public Relations for Laster Productions; Michael Albano, resident of Springfield, Springfield City Councilman; Buddy Williams, Probation Officer of Springfield, Springfield City Councilman; Attorney Judith Phillips, Administrator and Co-Founder of the Nile Valley Shule School of Buffalo, New York; Betsy Gaberman, Women's Division of the Jewish Federation Of Greater Springfield; Bryant Robinson, Educator, Principal and Administrator for the Springfield Public Schools and Robert McCallum, Senior Marketing Director of Junior Achievement and Springfield School Committeeman.

As the work group has come to the close of its tasks, commitments and responsibilities of the working coalition, there will necessarily need be recruitment from the community at large for their input, efforts and expertise to ensure that the Springfield Charter School can continue to address relevant issues and concerns of the potential students, families, teachers, neighborhoods and communities within the purview of the School.

S C H O O L D E M O G R A P H I C

The Springfield Charter School of Communication and Entrepreneurial Education will be located in the City of Springfield. Springfield is located in the Western quadrant of the State of Massachusetts. It is nicknamed the 'City of Homes' and is sometimes argued to be the largest city west of the capitol of Boston. It has been more recently characterized as a City of Neighborhoods with an approximate citizenry of 165,000. The Springfield Public School System serves a little more than 24,000 students as of October 1, 1994. Of this total, 30.6% are Caucasian, 29.6% are African American, 37.6% are Latino and the remainder (2.2%), classified as Other, represent growing Amerasian/Vietnamese and Russian immigrant groups locating in the Springfield area. According to the most recent data, nearly 75% of this total student body are eligible for the Free and Reduced Lunches Programs

which are based on the low income status of their parents or guardians.

The location and the history of the City of Springfield like may of the surrounding (former small manufacturing centers) towns would make, a Charter School of the caliber nature of the one being proposed here almost obligatory. The difficulties of the national, state and local economies have put an additional pressure and burden on the nature and character of cities like Springfield, especially those in lower socio-economic conditions. Yet Springfield continues to attract new immigrant groups to the city in search of a better life. In the past, these notions were realized as there was light manufacturing, the Armory, Smith and Wesson, a very viable Insurance Industry and many other areas, ways and means to make an honest and decent living in the Greater Springfield area. Many of the smaller towns close to Springfield take their clue from the occurrences and trends that Springfield faces with the changing tide of our economy. It is almost as if Springfield sneezes, Holyoke and Chicopee catch the cold. What is needed at this time is a remedy that not only addresses the present symptoms, but, also insures an even better sense of well-being for the future. It is common knowledge that sound and relevant educational experiences is the most effective interventions in cycle blocked opportunities predicament. It is our belief that the proposed Springfield Charter School not only lend hope for a brighter future for many of the families, neighborhoods and communities of the Springfield area, but, simultaneously function as the correct agent of change for those most disparaged by the demon of economic uncertainty-our progeny.

As noted earlier our young people are taking a beating in this transitional phase of our growth as a nation. Recently at a rally for the Senator Ted Kennedy, the First Lady, Hillary Clinton, very succinctly outlined the challenges that we as a nation face with the Cold War coming to closure. Many things were put on hold that needed attention because we were focused, as a nation, on a threat from without. Domestically, we have always had our problems, and they are problems that have always deserved our attention. With our attentions not needing to be concentrated on a threat from without, we can begin to take a look at those problems that have never truly had our full attention until now.

These problems are not easy ones to tackle. There is the economy, domestic violence, gangs , break down in the institution of marriage, gender disparity, drug addiction, child abuse and neglect, juvenile delinquency. racism, and a whole host of other ills that call on us all to give it that good old American nudge just as we have always done when it was the 'right' thing to do. In the past, we here in the Commonwealth have just knuckled down and gotten the job done. From the farmers who doubled as militia to the high school age youngsters who resist from every front being 'dissed' we are all ennobled by our right and ability to take action

toward our happiness and freedom. For our Minutemen, their quest brought about the birth of a most promising nation. For the Youngsters of Springfield, The Springfield Charter School may bring about the wonderful promise of the 'Dream' deferred. It is time to take action to continue to build our nation, beginning with an educational revolution in Western Massachusetts for some very disenfranchised young people.

The Springfield Charter School proposes to begin with an enrollment of sixty (60) ninth (9th) and tenth (10th) grade students in the first year of its operation. In the second year the School will increase its enrollment by forty (40) while expanding its curriculum to include the eleventh (11th) grade. This same increase will occur in the third year of operation and include a grade twelve (12) curriculum. By the fourth year, it is hoped that the school can absorb an increase of enrollment to one hundred twenty (120) new students, one hundred (100) of which will begin the School's expansion to accommodate middle school youngsters in its communication and entrepreneurial education system. By its fifth year of operation, The Springfield Charter is projected to be able to accommodate three hundred twenty (320) new students in grades seven through twelve (7-12) by the year 1999.

R E C R U I T I N G & M A R K E T I N G P L A N

The Springfield Charter School seeks to recruit applicants and their families or guardians from the seven neighborhoods of Springfield. These seven major sections or neighborhoods of Springfield all have their unique flavor and history. Each of these neighborhoods will need to be approached by the Springfield Charter School based on their uniqueness. The seven areas of our emphasis are the Hill-Mc-Knight, North-End Brightwood, Maple High-Six Corners, South End, Forest Park, East Springfield and Indian Orchard. The School will also be seeking to recruit from these neighborhoods those with the greatest risk of dropping out of the Springfield Public Schools as identified by a parent, teacher, minister, Department of Youth Services Worker or other concerned person in an potential applicant's life. Self identification from an applicant will be encouraged as well. The School will also employ the more generic brand of recruiting as well such as: word of mouth, local and community newspaper articles and ads, local and community radio and television features and ads, flyer and pamphlet distributions.

The Founding Coalition presently has the support and access to many of the agencies who would interface with students and families that we seek to attract to the School. The support and access that we presently enjoy will be utilized in the coming stages of our quest to begin operation of the Springfield Charter School as outposts and opportunities for outreach activities. We also plan to have a booth at the Springfield School Choice Day in March of 1995. The

Coalition also will apply as a Foster Care Provider so as to be in a position to receive applicants from the Department of Social Services.

One of the prime focuses of the School's recruiting and outreach activities will be to work with the existing familial support system of an applicant with the goal of strengthening and enhancing those ties. If one does not exist or is in any documented fashion deemed to be truly detrimental to the well-being of an applicant, then efforts to find a match within our mentorship component will be employed by the School.

A D M I S S I O N S P O L I C Y

The criteria for admissions to the Springfield Charter School will be that the applicant be a resident of the City of Springfield, complete an Application for Admission with a parent(s) or mentor, submit three letters of support and participate in an interview with a parent(s) or mentor. The selection of applicants will be based on successful completion of all of the aforementioned criteria and a commitment by the applicant and parent or mentor to become active participants and partners in the learning and motivational components and processes of the School.

When all of the criteria from the selection process have been satisfied the School will begin its admissions process in which every effort will be made to create and maintain an enrolled student body that reflects demographic composition of the City of Springfield. In the event that there are more candidates for admission than available student slots, then attention will be given to those students most at risk for dropping out of the educational track within a particular composition area. The mission of the School guides us as it is our endeavor to have Springfield youth participate fully in an educational setting. By accepting those most at risk, a greater number of youth will have an opportunity for that experience.

Mindful of the mission of the School, we will endeavor to maintain a genders balance and to attract and admit special needs students within the enrolled school setting. It is our belief that our youth have a fundamental right to experience positive belonging. Those not admitted will be encouraged and invited to attend and participate in the non-academic components and activities of the school. They will also have the option of being placed on a waiting list in the event that a slot becomes available or until the next admission cycle begins.

T I M E T A B L E

It is anticipated that the Founding Coalition will need and use all of the time from March 1, 1995 until September 1, 1995 (six months) to effectuate the opening and beginning operations of The Springfield Charter School. Upon approval

of the Charter School, the Coalition will focus on six major areas relative to the six months available to us for a start-date that would begin in September of 1995. They are:

1.) Recruiting for Students, Teachers and Administrative Personnel;
2.) Hiring and Admissions Processes;
3.) Training of Personnel;
4.) Securing the Location;
5.) Securing Equipment and Furnishings for the School;
6.) Securing Contractual Agreements and Licensing Requirements.

The areas of focus are listed in the manner in which the Coalition would like to accomplish each of the tasks. It is also noted that there may some overlap of the tasks areas as well as some need to Start activities on a task earlier than outlined here.

E V I D E N C E O F S U P P O R T

Community support for the proposed Springfield Charter School has been enthusiastically given by a variety of entities in the City of Springfield. Examples include: The local Superintendent of Schools has given support for charter schools in general via the local newspapers (Union News and Sunday Republican) and specifically via phone endorsement of the proposed and stated Mission and Objectives to be followed by a correspondence to that effect; The District Attorney's Diversion Program has committed to working in conjunction with the activities and programs outlined and described in this proposal; The YWCA of Western Massachusetts has committed its space to the Founding Coalition's activities to move this project forward and has pledged enthusiastic support for any future ways in which the Charter School may use the facility and expertise of the personnel of the agency; The University of Massachusetts at Amherst Departments of Education and Psychology Personnel have pledged to do collaborative work with the School in the areas of innovative educational technologies and cultural competency training, respectively; The Dunbar Community Center, The Martin Luther King Junior Center, The South End Center, The Springfield College, The Springfield Technical Community College, The Western New England College and The American International College have all pledged their determination of support through offerings, in some form or another to the proposed Charter School, physical space to carry out its activities and programing; The local public access channel has pledged priority time slots and training schedules for the students who would be enrolled in the proposed Charter School of Communication and Entrepreneurial Education; Two of Springfield's City Councilmen have endorsed the school because of its attention to the empowerment of urban/inner city youth who have been typically underserved in the City of Springfield; and a myriad of concerned and visionary citizens

in the City have lent their opinion and made some practical gesture toward commitment and support of the Springfield Charter School. The letters of support that evidence these endorsements are included in the appendix of this proposal.

E D U C A T I O N A L P R O G R A M

It is the goal of the Springfield Charter School to present upon graduation a student portfolio to each graduate. The portfolio would comprise a collection of the student's performance scores on tests and their work in the following areas: Language Arts, Math, Science and Technology, and Media and Communication. This innovative feature furthers our belief that a student needs to be aware of the facts and factors of his life, that he or she needs to be included in the decision-making processes of their lives, that more often than not young people desire the opportunity to improve themselves and they need actual proof of their progress or lack thereof to make informed behavioral choices for change. The subjects that will be emphasized in the curriculum and honed for proficiency within the Charter School include Math, Language Arts, and Civics in preparation for the more experiential and integrative demands of subjects related to Communication Sciences and Entrepreneurial Education.

Core Teachers at the school will each specialize in one of the areas of the curriculum base aforementioned in the preceding paragraph. The Core Teachers will be assisted by other teachers and college interns trained in the use of innovative educational programming. Student tutors will also be utilized in a Peer Tutoring process to promote a total community learning environment so that it can be practiced later in their marketplace activities and experiences. Parents and volunteers will also be able to participate in the students' learning environment when appropriate and with the support and supervision of the Core Teachers.

The Springfield Charter School will operate under a ten (10) month full year schedule. The ten (10) months will be divided into two three month semesters at the beginning and end of the year that will predominantly focus on the core subjects within the curriculum. The four month semester in the middle of the year will be characterized by less time in the core curriculum areas. The students would then have an opportunity to test some of their knowledge base and their proficiencies by participating in the aspects of Communication Sciences and Entrepreneurial Practices that test their integration of what they have learned. The school day schedule will run from 8:30 a.m. until 2:30 p.m. It should be noted that the School curriculum will necessarily need to be appended from time to time by social and practical working situations so that the student may gain hands-on experiences and be prepared upon graduation for employment, apprenticeships, post-secondary education, and full citizenship as defined and described in this proposal. Specials, tutorials

and School Governance Meetings will be held in the evenings for the students and their families from 7:00 p.m. until 8:30 p.m., again, for the purpose of furthering our mission to foster student, family, school, and community cohesion.

S T U D E N T P E R F O R M A N C E

The Springfield Charter School will incorporate the notion of standards as stated in the "Standards 2000" from the Philadelphia School District Report. In line with that report, we intend to measure a students proficiency levels in ways that incorporate the notion of differing learning styles and we will distinguish between curriculum standards and performance standards. Students will need to demonstrate achievement in a particular subject according to a curriculum standard (quantitative measure-knowledge based) as well as performance level standard (qualitative measure-proficiency based). We will also be guided by, in some measure, by the proficiency level requirements so as to insure that our students score competitively with their peer group that attend the Springfield Public School on the comprehensive testing done within that System. We will endeavor, however, to primarily measure a student with him or herself.

As mentioned earlier, we recognize that students exhibit differing learning styles. It will be our enterprise to present materials in the various modes that address these various learning preferences so as to give honor to the fact that there are differing methodologies that available to educators for the purpose of imparting useful knowledge to students. It is also our quest to discover which of the various styles each student possesses. They can then begin to learn how to develop more dynamic ways to learn even when their preferred method of incorporating information is not readily available to them. We choose to not view any student as 'underperforming', but, rather as having difficulty in their learning processes. As a matter of course when it is determined that a student is having difficulties in the learning process we will employ the following strategies to uncover how we may assist that student toward greater success in the learning process: Screen and test for organic learning disabilities, interface with the student to discover whether he or she is having daily life problems that interfere with their learning process, and offer tutorial services, either by a teacher, assistant teacher, intern and/ or Peer Tutor.

The students will be measured as to their development towards the School's stated educational objectives based on their ability to meet the expectations for their performance as spelled out in an Individual Student Plan, their active participation in the community projects of the School, their successful completion of teach-back sessions that cover the curriculum components and their command of the materials by their demonstration and use of concepts during the 'hands-on' component within the school and community milieu. We endeavor to hold a high standard and expectation for the

students at the Charter School as we believe that they can accomplish unbelievable value-centered feats when warmly

encourage to take yet another responsible step toward a fulfilling life.

A C C O U N T A B I L I T Y

The methods that the Springfield Charter School will use to self-assess and evaluate itself are as follows:

1. The aforementioned Student Portfolio will be compiled and assessed on a bi-monthly basis. It will include learning objectives (educational and community), progress reports and a student self-evaluation. The compilation meetings for this purpose will be attended by the student, parent(s) or mentor, the Core Teacher and other appropriate persons connected with the student with input on how to positively impact the student's educational experience. The portfolio will serve as documentation of the successes and/or failures of the School to further its mission and to meet its objectives.
2. The School will utilize the standardized testing results in each of its subject areas to assess the success of the school in preparing students to preform well relative to the Public Schools program in these subject areas. It will also be the standard by which we measure how well we are developing our objective to have our student strive toward grade level competencies. The past, present and future results of standardized testing will be the yardstick by which we plan and inculcate remediation strategies and services that are mindful of the adolescent developmental standing while encouraging towards the greatest level of individual proficiencies. In recognition that standardized tests are the measure by which students are judged for higher learning and employment opportunities, the instrument itself will be studied and analysed by student and teachers so that the student will be familiar with its use and value in the marketplace.
3. The School will evaluate student projects and community activities based on the preliminary objectives that were articulated by teaching staff and the student(s). We choose to include the students in this aspect of curriculum development as we believe students must have the experience and knowledge of how their work measures against objectives that they themselves help to create. We believe that this learning experience will be a

unique feature to our program while fostering our notion of mission and substantiating the objectives we have set to have the student actively participate in the every aspect of the school/community environment, and to have access to and exercise appropriate opportunities for decision making through respectful conduct.

The method that the Springfield Charter School will use to evaluate administrative personnel will be based on their performance of the stated duties and responsibilities as outlined on the job description. Further, they will be expected to model the codes of conduct as dictated by the stated mission of the School and to work toward the stated objectives through innovative and/ or tried and true methodologies relative to the urban youth. Assessment of their performance will be determined through their participation in the many aspects of internal teambuilding components such as on-going meetings where student and personnel performances is reviewed, their contributions to the community based activities and forums, any networking opportunities and efforts engaged in , both internal and external for the purpose of example setting in the area of manifestation of the objectives, as well as their willingness to try and retry innovative methodology for the purpose of insuring that the youth of Springfield succeed as they transition into adulthood as most capable citizens of the Commonwealth. The above-mentioned assessment and evaluation of administrators of the School will be accomplished via the input of the Executive Director or Headmaster, their immediate supervisor, and overseen by the Board of Trustees and in the full knowledge of the said Administrator.

Teacher and other School Personnel such as Clinicians, Interns and Support Staff will be assessed and evaluated utilizing the same guiding principles relative to their performance as the Administrative Staff, albeit, varied in nature based on their functions within the School. Their assessment will also differ in that their immediate Supervisor will be an Administrative Staffperson or appropriate Supervisor to be overseen by the Executive Director or Headmaster. Every person in the Springfield Charter School System will be encouraged, assessed and evaluated toward the Mission's standard of 'healthy, productive and caring persons, free from ignorance and degradation'.

The Springfield Charter School also recognizes a duty and responsibility to be accountable the to the parents, neighborhoods and community at large of Springfield to show actual proof of its benefit our youth of Springfield. To this end, we are prepared to include these entities in the participation, negotiation, and construction of our Educational Revolution in the West as an axiom of our operations. It is our plan to share with community members the results of our endeavors via the competitive performances of our students. It is our endeavor to challenge our youth

through neighborhood and community forums that address the relative compatibility of the Schools pedagogy and the reality of the citizens' lives; to challenge against what other youth are able to do in their districts with the input of our youth in connection with improved community conditions and atmosphere; and, most importantly, the change in the life of a single youth toward true freedom, one accomplishment at a time. We intend to employ the now infamous maxims that it takes an entire community to raise one child into healthy adulthood and that the lessons, attitudes and efforts that go into that process should enroll the recipient for a lifetime of good citizenship.

The Springfield Charter School will enlist the Administrative and Financial Staff to assess, monitor, process and evaluate financial records as mandated by the terms of operating as a Charter School under the Commonwealth of Massachusetts, Executive Office of Education. The School's endeavor to attain the highest and most integrity based accounting and fiscal management system will include the following features: on-going record keeping of expenditures and income, prepared reports on a monthly basis, monthly inclusion of these reports on the record and in the minutes of the Board of Trustees for approval, recommendations and/or amendments, submission of fiscal reports to the Executive Office of Education as mandated by operating terms and contracts, and, a prepared operating budget for each succeeding fiscal school year of operations to be voted on and approved by the Board of Trustees.

The Springfield Charter School will maintain all State Education Forms and Records through its collaboration with the Springfield Public School System pursuant to Massachusetts General Law, Chapter seventy-one, Section eighty-nine (M.G.L.c.71,s.89). We will be requesting through written formal agreement between the founders of the Springfield Charter School and the Research and Business Department of the local public system to procure the necessary training by personnel of the Springfield Charter School in order that the School may eventually be capable of the completion of these forms without technical assistance. It should be noted that the current Board members as well as potential administrators now have the capacity to complete these required reports; however, it would seem prudent to train other personnel in the case of personnel changes over the next five years.

HUMAN RESOURCE INFORMATION

The standards that the School will use in the hiring of its personnel will be that the candidate will possess a qualifying degree or certification relative to the position and subjacent area(s) for which they are applying to the School. Applicant will also be expected to demonstrate a credible background and knowledge of the tenets of cultural competency and/or the commitment towards on-going training in

this area as well as similar criteria in the areas of team building and leadership development. All hiring processes will be carried out in compliance to and respect for existing labor laws.

The Springfield Charter School seeks to begin operations with five (5) Teachers, two (2) of which will be designated as Core Teachers. This would constitute a ratio of one teacher for every twelve students (1:12). It is hoped, anticipated and therefore proposed that this ratio remain constant over the next five years of the School's operation and that the number of Teachers hired remain proportional to the expansion in the number of new students enrolled each year. It is projected that the School will need to employ twenty-six (26) Teachers at its fifth year of operations, six (6) of which will be designated as Core Teachers, to accommodate a projected three hundred, twenty (320) students. It is the School's determination to support our teachers by keeping their responsibilities for the education of our students at least numerically tractable in light of the formidable task with which they will be entrusted. Also, as mention in the earlier discussion of teaching methods, we plan to enlist the assistance of trained Interns and volunteers to assist them in their multi-faceted endeavors so as to foster a healthy working environment for them.

The Springfield Charter School will draw on the University of Massachusetts Education Department, who have been forerunners in the multi-cultural education paradigm and in innovative educational techniques, for the training of our teachers, for the embellishment of our curriculum in cultural competence and for research partnership. We would encourage a liberal access and use these ties with our teachers and other staff so as to foster and promote their continued personal advancement and learning . Locally, the Springfield Charter School would look to developing and enhancing its affiliation with the Springfield Technical Community College, Western New England College, American International College and Springfield College in partnership and commitment to the Youth, Teachers, Families, Neighborhoods and Community of Springfield. The School will also facilitate initial and on-going trainings and in-services to all staff as well as the opportunity to dialogue individually and/or en masse relative to the mission, objectives and expected personal and environmental results of our programming.

The School's human resources policies governing salaries, contracts and benefit packages will reflect our desire to attract, hire and maintain the most capable persons to advance the Mission and actualize its objectives through our offering of competitive compensation for those in our employ. The human resource policies governing hiring and dismissal will reflect our desire to be fair, respectively progressive, and humanistic to those who would contribute to the success of the School.

S C H O O L G O V E R N A N C E

The Headmaster will be responsible for all of the internal affairs related to the Springfield Charter School. Incumbent of this position are the rights and duty to delegate responsibility for some and/or all aspects of operation to appropriate personnel. With this fact as a backdrop, the Headmaster will employ a motivation/managerial format for the internal operations of the School. The motivation/managerrial format allows for the Headmaster's mindful and selective utilization of several innovative guidelines and strategies, grounded in a notion that motivation is not simply a force, energy or condition inside individuals: Motivation is also affected by the nature of the person's task or job requirements, the technical or physical support provided for the job, the actions of immediate supervisors and other persons with operational responsibilities, and the policies, rules and rhythm of the school environment. Based on this notion the Headmaster has at least a more holistic footing with which to further the aims and dictates of the School.

These guidelines and strategies are also consistent with objectives of the School in that they would call for the Headmaster to clarify the task role, to provide positive feed-back, to personalize the causes of performance, to make apparent personal and collective gains, to personalize pride in accomplishment, to encourage personal and systemic goal clarification, to match the work carried on in the School environment with personal and systemic drives and to insure that the supervisory and organizational processes do not become ends unto themselves and thereby short-circuiting the aim to creatively and dynamically prepare youth for good and empowered citizenship in the City of Springfield.

Graphically stated, the Headmaster is actually on the bottom of what could be termed an inverted managerial triangle. The strata, in this innovative constellation, which commands the most authority, if you will, would be the student, family, and community at large while the School via the Headmaster is in place specifically to serve the needs of said persons in facilitating a learning laboratory for future successes within the community. The Headmaster would seek interdependent exchange with the Board of Trustees for guidance, encouragement, assessment, evaluation and approval of internal operations.

The Board of Trustees will be chosen based on their voluntary and demonstrated commitment to support the Mission and Objectives of the Springfield Charter School. Their role will include but not be limited to: interdependent exchanges with the Headmaster for the purpose of guidance, encouragement, assessment, evaluation and approval of internal operations; active participation in recruitment, funding and support for the School; and on-going liaison/ representation for and between the school and community. The relationship that the Board members will hold to the teachers and

administrators of the School will be informal and respectative in nature as several of the prospective Board Members will have Teaching and School Administrative experience.

As mentioned earlier in the discussion on recruitment, parents and mentors are encouraged prior to admission to make a commitment to actively participate in the decision-making processes of the school relative to their potential juvenile enrollee and on until they would graduate from the School. The Mission of the School speaks to serving the youth, families and community of Springfield by way of providing innovative educational opportunities. Again, the best way, we believe, to accomplish this task is to ask for, value and honor the input of those to be served. It is in this way that we will truly advance our Mission.

S C H O O L C O M U N I T Y

The Founding Coalition hopes to foster a community environment indicative of the diversity contained in the demographic make-up of the present Springfield Public Schools population. It is hoped that this School environment will foster a learning atmosphere characterized by caring, compassion and high expectation toward individual and collective excellence for any and all who would enter and participate in the milieu. It is also desirable that the physical environment include relevant and contemporaneous materials and be arranged in such way as to invite a sense of community and scholarship and to encourage cultural competence.

Parents and mentors will be encouraged to participate in many of the activities of the School such as planning and implementation of entrepreneurial opportunities; suggestion, planning and assistance with the communication science topics, projects and exhibitions; Family Night; Tutorial and classroom assistance; and in any of a number of areas where their experience and expertise will enhance the successful remarrying of the School and its community.

As mentioned above, the School will represent the multi-ethnic make-up of the inner city of Springfield. The unique thing about the Springfield Charter School is that the School will nurture a home style atmosphere while maturing a progressive business, community and entrepreneurial consciousness. To this end, the School has garnished its endeavor to create this contemporary medium through its commitment to working relationships with the District Attorney's Diversion Program, The Dunbar Community Center, The Martin Luther King Junior Center and other community based agencies in City of Springfield as mentioned in the 'Evidence of Support' section. Even the local Public School System personnel are in favor of a charter school being developed in the City of Springfield.

REPLICABILITY AND DISTRICT RELATIONS

The Founding Coalition will plan and coordinate workshops, seminars and consultation sessions for and with any and all school districts, groups, and organizations interested in any aspect of our Charter School Project. The surrounding communities will undoubtedly take notice of the positive changes occurring in the School's students and in community of Springfield by the end of the first year. The Springfield Charter School will be distinguishable through its extensive community involvement and enhancement for improved discourses, for its enhancement toward relevant and contemporary curricula and by the respect-worthy and empowered behavior of the students who attend. The students from the School will be refreshingly recognizable by what they say, how they say it and most importantly, by what they do: This is our bottom line.

The Springfield Public School Superintendent and the School Board will be invited, as a matter of course and courtesy, to inspect, inquire and acquaint itself with our operations. The prospective Headmaster of the Springfield Charter School has already established a working relationship commitment from the present Superintendent of Springfield Public Schools, Dr. Negroni. The School would also be willing to sponsor an exchange day and or collaborative with selected students from its enrollment and the Springfield Public School System. As noted earlier in this proposal, the Springfield Charter School will maintain a booth at the annual School Choice Day to be held in March of 1995 and each subsequent year to follow.

The Springfield Charter School can provide the parents, neighbors and friends, via its endeavor to further total community learning, with at least a working knowledge of the entrepreneurial paradigm and some basic communication science understanding. The School will provide, when appropriate, some hands on experiences relative to the parent(s) and mentor's involvement with the projects and activities for exhibition in the community at large. Along with plans to promote and provide coverage of the school's activities on the local public access channels in Springfield, the prospective Headmaster has been invited to serve as moderator in a discussion group that will highlight education as a continuing journey toward a better future to be aired on Discovery Communication, Incorporated networks.

BUILDING OPTIONS

Presently, the Springfield Charter School has operational options at the Springfield College, Springfield Technical Community College, and Western New England College campuses. Each of these sites meet the State requirements for an educational institution and have the added convenience of being ripe for any of a number of research endeavors.

Each of the campuses lend themselves to the space, safety and adequacy for doing business as an educational institution. Spring-field Technical Community College is centrally located and therefore more accessible for student and community activities related to the Charter School than are Springfield and Western New England Colleges. Springfield Technical Community College also presently houses a middle school within its facilities and lends enthusiastic support for the enacted Charter School initiative and its stated objectives via the legislation of the Commonwealth.

The Founding Coalition also looks to the acquisition of an appropriate free standing facility as the school expands and demonstrates the success of its programming. Springfield has many buildings/sites in the wake of a transitional economy that could and should be purchased at reduced market value rates and brought in line with regulations and codes governing educational facilities/institutions. It is the Coalition's goal to fund this endeavor through vigorous fund-raising, corporate sponsorship, donations and grant applications.

C O D E O F C O N D U C T

Because participation in this School is voluntary with respect to student and parental choice, and the student to teacher ratios are small, the Founding Coalition looks to establish a higher standard of conduct and behavioral norms than is possible in the present Public School setting. Based upon the above stated notion guidelines will be introduced, discussed and a written agreement signed by the student, parent(s) or mentor, and interviewer to clarify and reinforce the expectations of the School milieu. The guidelines will speak to the areas of appropriate dress, appropriate personal hygiene and grooming, attendance, preparedness and seriousness for utilizing the school environment for a learning experience, celebration of uniqueness and differences within the school population, the use of reason versus violence to problem solve, action toward helping others positively succeed in the School setting, recognition and re-creation compassionate and caring attitudes, and the safe and fair ways to register anger and frustration within the school setting.

Actions which violate the dignity, respect and lack tolerance for members of the School setting will be swiftly and vigorously challenged with remedies that may or may not culminate in the student's expulsion. It is the endeavor and objective of the School to try and retry innovative intervention techniques for the purpose of empowering toward independent and healthy transitions on into adulthood. However, under no circumstances are instruments of violence to be a part of the School's setting. This is the one occurrence that will cause the immediate expulsion of a student from the Springfield Charter School.

SPECIAL NEEDS AND BILINGUAL STUDENTS

The Springfield Charter School recognizes its obligation to adhere to the Federal requirements of the Individual Disability Education Act and the Chapter 766 Regulations of the Massachusetts State Department of Education under Chapter Seventy-one (71), Paragraphs A and B. Consistent with the above, all special education services provided to the students of Springfield Charter School will be delivered in the 'least restrictive environment' appropriate to each individual student's special need. As outlined in the 1995 Charter School Application, Page ten (10), Paragraph nineteen (19), all Special Needs students who are determined to need a private Day (502.5) or Residential (502.6) placement will be referred to the Springfield Public School System (or the public school system of the student's town of origin) for consideration of placement either within that city's special education program or in a private Day or Residential program following approval by the Massachusetts State Department of Education. compliance with the afore-mentioned mandates shall be achieved in the following manner:

1. A consultant certified as an Administrator of Special Education by the Massachusetts State Department of Education, Division of Teacher Certification, or equivalent thereof, shall be hired on an 'as needed' basis to supervise the Massachusetts Chapter 766 Evaluation and Placement process for students enrolled in the Springfield Charter School who are suspected of having Special Needs. The Duties of said consultant shall include:

    A. To provide in-service training to the Administration and teaching staff of the Springfield Charter School concerning special education requirements at both the State and Federal level.
    B. To assist the Springfield Charter School Administration in the development of a Chapter 766 Evaluation and Placement Team for students attending this school;

2. A State certified teacher of Moderate Special Needs will be hired to provide special needs instruction and services to all students at the Springfield Charter School who by virtue of Chapter 766 Evaluation have been found to have one or more disabilities recognized by both State and Federal Regulations;

3. Contracts shall be established with local colleges, clinics and hospitals, as well as with properly registered/licensed individual vendors, to provide

both diagnostic and individual services as required by Paragraph five hundred, three (503) of the Massachusetts Chapter 766 regulations in accordance with the Individual Educational Plan (IEP) of students attending the Springfield Charter School who have been found to have Special Needs by an Evaluation Team. The above-mentioned vendors and/or organizations will be utilized to provide diagnostic information for an initial three (3) year and Independent Evaluations consistent with both State and Federal Regulations concerning Parental and Individual rights under Section four hundred, five (405) of the Americans with Disabilities Act.

4. No student who otherwise meets the entrance requirements of the Springfield Charter School shall be denied acceptance by or continue attendance at such school solely on the basis of his/her special needs except under the conditions outlined above re: private Day and Residential placements.

Based on a review of the currant Rate of Special Education Placements for students in attendance with the Springfield Public Schools System as of October 1, 1994, it is anticipated that 15%, or approximately nine to ten (9-10) students attending the Springfield Charter School will require special education services during the School year of 1995/96. As enrollment increases in future years, the projected number of Chapter 766 students is expected to increase with a concomitant commitment to the hiring of additional special education teachers consistent with the class size limitations as outlined in Section five hundred, two (502) of the Massachusetts Chapter 766 Regulations.

The Springfield Charter School is committed to serving all students who choose enrollment in their program regardless of the native language of the students' homes. Accordingly, the School shall meet its obligation to serve all students, whether bilingual or special needs, in the following manner:

1. Depending upon need, the Springfield Charter School is committed to hiring both bilingual regular and special education teachers to assist those students attending this school with predominant communication and comprehensive skills in their native languages;

2. The Springfield Charter School will enter into agreements with the area public school systems to insure that all students whose native language is other than English shall receive appropriate Dominance/Fluency testing within the first month of each school year to insure that instructions given to such student(s) shall be designed to meet the

student(s) level of understanding relative to their competence in their native language;

3. Where ever necessary, bilingual classroom aids will be utilized to provide additional assistance to all students enrolled at the Springfield Charter School whose dominant language is other than English. Where ever appropriately certified bilingual teachers are not available in either regular and/or special education classes, the Springfield Charter School will apply for Waivers of Certification for such individuals from the Massachusetts Department of Education and shall oversee the progress of such teachers in pursuing their appropriate certification as required.

F U N D I N G

The Springfield Charter School's Founding Coalition has devised a Start-up Budget that outlines the planning and capital expenses prior to the School's opening in September of 1995. It is the plan of the Coalition, upon submission of this proposal to the Commonwealth of Massachusetts, Executive Office of Education, to submit grant applications to the Kaufman Foundation, The Community Foundation of Western Massachusetts and the City of Springfield's Community Development Block Grant Authority for start-up capital and supplemental financial support.

It is also the Coalition's plan to conduct fund-raising activities and events the proceeds of which will go toward supplementing the per pupil allocations in covering the expenditures of involved in the operations of the School. This type of funding will not be included in the operational budget of the School due to the prohibition against mixing private and public monies. Separate accounting documents will be appropriately submitted in relation to this funding mechanism.

The Coalition has also prepared an Operating Budget to cover the projected sources of revenue and planned expenditures. The template provided through the application packet is completed and included in the appendix of this proposal.

T R A N S P O R T A T I O N

It is the plan of the Springfield Charter School to request from the local school committee inclusion in the city wide transportation service for the student who will be enrolled from the various districts and neighborhoods of Springfield. The school will further enlist the families and the mentors of the enrolled students to provide transportation possibilities to and from the site during the proposed extension of the school year. In the event that the above-

mention plan does not prove to be comprehensive enough to satisfy the transportation needs of its students, the Founding Coalition will secure satisfactory means to accomplish this end via fundraising, contracting with a private transportation entity in the City, networking with another community based organization and/or creating a 'grass-roots' ride share program.

L I A B I L I T Y A N D I N S U R A N C E

(To be submitted prior to the granting of the charter)

G O V E R N A N C E D O C U M E N T S

(To be submitted prior to the granting of the charter)

A P P E N D I X

Springfield Charter School of Communications
and Entrepreneurial Education Proposal

APPENDIX

Springfield Charter School of Communications and
Entrepreneurial Education Proposal
Table of Contents

I.

FOUNDING COALITION

Samuel Ray Bass

14 Penrose Street
P.O. Box 90823
Springfield, Massachusetts 01139
Telephone: (413) 783-3553 (Home)
(413) 782-6574 (Work)

Married - 3 Children

Employment

1982-present *RAYNA COMMUNICATIONS*
SAMUEL R. BASS ASSOCIATES
14 PENROSE STREET, SPRINGFIELD, AM 01139

President/Marketing Manager/Consultant: Duties include writing, marketing, and advertising sales for ***The Bottom Line*** Newspaper which I began as an entrepreneurial venture in 1982. The publication, which began as a communication vehicle for the Black community "exclusively," has expanded to become a community-wide newspaper which encompasses all cultures (as Publisher). ***The Bottom Line*** has now become a subsidiary of The Diamond Program, and will be used as a teaching tool for our students.

Marketing, Fund-raising, and Public Relations consultant for non-profit organizations such as Veterans - Elks, Operation Push, American Business Women, Sickle Cell Anemia, just to name a few (as President/Marketing Manager).

Host/Producer - Black Forum, Channel 57 WGBY
Host/Producer - The Bottom Line Show, Continental Cablevision (three years)
Executive Producer - "Chrenshaw" Life Is Education
Producer - "East Coast Connection Talent Show"
Host - WTCC 90/7 Radio Talk Show
Host/Producer - W.A.C.M. Radio
Director/Founder - The Diamond System (proposed School of Entrepreneurialship/Communication
President - Samuel R. Bass Associates Consultants, a full-service advertising public relations agency specializing in the Black/Hispanic communities of Hartford/Springfield
Host/Producer - "Through A Child's Eyes" - a television show specifically for children
Host/Producer W.G.G.B. 40 (1992)
Host/Producer Channel 13 Television International Station (1992)

Prior to 1982, worked in banking, insurance sales, education, marketing, and sales.

Education

1974-1976: University of Massachusetts at Amherst
Marketing and Business major
1969-1972: Westfield State College
Education major
1967-1969: Springfield Technical Community College
Associates Degree in Data Processing

*12 years of intense training in psychotherapy and human development.

Awards

Northern Educational Services - "Community Service"
Small Business Administration - ""Business Development"
R.W. Harper - "Community Service"
American Business Woman - "Community Service"
Governor Dukakis - "Community Service"
Senator Linda Melconian - "Community Service"
State Legislative Black Caucus, Representative Raymond Jordan - "Community Service"
1989 State Legislative Black Caucus, Representative Raymond Jordan - "Black Businessman of the Year"

Memberships	Black Filmmakers Foundation Black Publishers - Journalists of America NAACP Department of Education Health Advisory Board (State-wide)
Founder	STCC Afro-American Society Westfield State College - Afro-American Society The Diamond School
Hobbies	Silversmith, oil painting, drums, reading, music, basketball

References available upon request.

The Commonwealth of Massachusetts
Department of Education

350 Main Street, Malden, Massachusetts 02148-5023 • (617) 388-3300

Robert V. Antonucci
Commissioner

July 15, 1994

Mr. Samuel Bass
The Diamond Program, Ltd.
14 Penrose Street
P.O. Box 90283
Springfield, MA 01139

Dear Mr. Bass:

On behalf of the Massachusetts Board of Education, I am pleased to inform you that you have been appointed to the Health Education Advisory Council for a term of 2 years. We are pleased you will be bringing your expertise and commitment to the important task of strengthening teaching and learning in this state.

The Board received over 900 applications from highly qualified individuals who were interested in serving on one or more Advisory Councils. The selection process took into consideration the experience and knowledge of each applicant, demographic and geographic representation, and other factors as outlined by the Education Reform Act of 1993. Terms of office were determined on a totally random basis, with members being assigned terms of one, two, and three years. Terms are renewable for one three-year term.

An Orientation Meeting and Reception will be held for all Advisory Council members by the Board of Education in October in a location in the central part of the state. We will be sending you additional information about this meeting in August.

Congratulations on your selection as an Advisory Council member. We are experiencing exciting times in education. The Education Reform Law is providing the opportunity to make a difference in the lives of children in all schools. By working together, we will have better results and make Massachusetts' schools "second to none."

Sincerely,

Robert V. Antonucci

Robert V. Antonucci
Commissioner

cc: Martin S. Kaplan, Chairman
Board of Education

ELIZABETH HEIT GABERMAN
217 Ardsley Road
Longmeadow, Massachusetts 01106
(413) 567-0939

EDUCATION:

AMERICAN INTERNATIONAL COLLEGE, Springfield, Massachusetts
Master of Business Administration - 1983 Graduated with Highest Honors
AMERICAN INTERNATIONAL COLLEGE, Springfield, Massachusetts
Bachelor of Science - 1962
UNIVERSITY OF PENNSYLVANIA, Philadelphia, Pennsylvania
Degree coursework in English / Religious Thought 1958-1961

SUMMARY OF EXPERIENCE

I have had the opportunity to be Director of Sales and Condominium Conversion for eleven years at Aspen Square Management, a national real estate firm which owns over 10,000 units across the United States. In this capacity , I worked directly with banks...to develop financing options for condo sales, with attorneys...to develop documents that would comply with FNMA, state and local ordinances and our own marketing philosophy and with brokers and our own management team...to develop the best cooperative spirit and strategies to make each project successful. As the Director of Sales for Aspen, I marketed and sold apartment complexes of 100 to 350 units and in one year I sold over $60 million in land and apartment complexes.

I have also enjoyed over 25 years of community involvement on a local and regional level with extensive experience in leadership, fund-raising, public speaking and in both organizational and managerial development. I have chaired committees on Bosnian Relief, Drug Symposiums, various fund-raising campaigns and was one of the coordinators and initiators of the Springfield, Massachusetts Head Start Program.

EXPERIENCE:

1981-1992 **Director of Sales and Condominium Conversion** ...Aspen Square Management/Johnson Real Estate (see explanation in summary)

1973-1978 **Teacher - Learning Disabled**...Longmeadow, Massachusetts School System

1987-1990 **President**...Springfield Jewish Federation The Jewish Federation, the umbrella organization for the Jewish Community, raises approximately $1.8 million each year and allocates these funds to the constituent agencies and to Israel. The Federation is responsible for community planning, leadership development and for responding to the needs of the local and international Jewish community. I currently sit on the **Executive Committee**, the **Board**, the **Campaign Cabinet** and I am the **Chairperson** of the Community Relations Committee.

1990-Present **Chairperson**...Israel Bonds of Western Massachusetts As Chairperson, I coordinate the campaign and work closely with the Bond staff, local synagogues and major purchasers. During my tenure we have had dinners honoring both Senator John Kerry and Congressman Richard E. Neal along with many other successful events.

1993-Present	**Chairperson** ...Heritage Academy Capital Campaign As Chairperson, I developed the campaign with my campaign cabinet, along with marketing strategies and goal setting. The actual campaign was started in 1993 with a challenge gift and the $800.00 was raised during the 1994 calendar year.
1990 - Present	**National Advisory Board on Admissions**...University of Pennsylvania
1988-Present	**Chairperson**...University of Pennsylvania Secondary School Committee As Chairperson of the Secondary School Committee, I set up interviews personally or assign prospective students to a member of my committee. I also represent Penn at the local College Fairs.
1992-Present	**Regional Board Member**...United Jewish Appeal - Women's Division
1992-Present	**Board Member**...Endowment Foundation of the Jewish Federation of Greater Springfield
1991- Present	**Treasurer** ...National Organization for Women, Springfield Chapter
1994-Present	**Co-Chairperson** ...River Valley Aids Dinner for Friends Community-wide program with a goal of $25,000 for the River Valley Aids Programs.
1993-Present	**Incorporator** ...Community United Way of Pioneer Valley

RESUME
BARBARA J. LOVE

385 Hills South
University of Massachusetts
Amherst, Massachusetts 01003
413-545-0013

15 Laurel Lane
Amherst, MA 01002
413-253-3814

EDUCATIONAL BACKGROUND

Ed.D., 1972	Multicultural Organization Development, University of Massachusetts
M.A., 1967	History and Political Science, University of Arkansas
B.A., 1965	History and Political Science Arkansas A.M. & N. College

Additional Studies in Organizational and Personal Transformation: NTL Institute; University of Missouri; University of Colorado; University of Kansas, Outward Bound Leadership Development Series.

EXPERIENCES

1976-Present	Associate Professor of Multicultural Organizational Development
1972-1972	Assistant Professor, University of Massachusetts. Graduate and undergraduate teaching; Supervision of graduate student research and program planning.
1980-1984	Human Resource Development Specialist consulting with corporations, government and other organizations while on leave from the University of Massachusetts.
1978-1979	Organized the Black Women's Research and Development Center; Washington, D.C. (while on sabbatical from UMass).
1968-1970	Executive Director, Fellowship House Association, K.C., MO.
1965-1969	Social Studies Teacher, K.C., MO.

Curriculum Vitae
Barbara J. Love

HONORS AND AWARDS

1991 Collective Work and Responsibility, Ohio Dept. Human Services.
1986 Black Leaders Solidarity Award, Black Leaders Conference, Chicago, Illinois.
1984 Outstanding Leadership Award, Black Management Association, Chatta, Tn.
1981 Certificate of Appreciation, Federally Employed Women, Chatta, Tn.
1980 Outstanding Leadership Award, TRIO Program, Marquette University, Mi.
1978 Distinguished Achievement Award for Excellence in Educational Journalism, Educational Press Association of America (Phi Delta Kappan).
1977 Certificate of Appreciation, National Alliance of Black School Educators.
1975 Outstanding Leadership Award, Center for Urban Education, Univ. of Mass.
1967 Junior League Award for Education of the Year, Kansas City, Missouri.
1966 Southern Leadership Foundation Scholarship for Graduate Study.

Biographical Listings Include:

Who's Who in American Colleges and Universities; Who's Who Among Black Americans; Who's Who Among Women; Who's Who Among Educators.

PROFESSIONAL AND CIVIC ASSOCIATIONS

Phi Delta Kappan
National Alliance of Black School Educators
National Association for the Advancement of Colored People
National Council of Negro Women
American Society of Training and Development
National Organization of Women
NTL Institute
Member of the Board of Directors:
Equity Institute, San Francisco, California
The ReEvaluation Foundation, Seattle, Washington

SCHOLARSHIP AND RESEARCH

PUBLICATIONS

"I Dream A World". Book Review. Pan African Commentary, Fall, 1991.

Curriculum Vitae
Barbara J. Love

"Jungle Fever and Boyz in the Hood: A Time for Reflection and Change." Pan African Commentary, Fall, 1991.

Creating Cultural Diversity in the Organization: Issues and Concerns. February, 1991. Monograph produced by the Cultural Diversity Team, Michigan Department of Transportation, Lansing, MI.

"Directors for Becoming Whole: Relationships Between Black Men and Black Women." (for Emerge).

"Images of African American Women", African Commentary, August, 1990, pp. 6-8.

"Negative Self Image", African Commentary, Vol. 2, No. 1&2, January, 1990, pp. 25-26.

"The Power of Words: The Problem of Claiming an African Identity", African Commentary, November, 1989, pp. 8-9.

"Internalized Oppression and the Participation of Black People in the ReEvaluation Counseling Communities", Black ReEmergence, July, 1987.

"Re-evaluation Counseling in Higher Education," National Association of Personnel Workers Journal, Vol. 3, No. 2, 1986.

"Beginning Ties with African Women," Present Time, Vol. 17, No. 4, 1986, pp. 22-23.

"At the Kenyas Workshop," Present Time, Vol. 17, No. 3, 1986, pp. 9-10.

With Atron Gentry and Byrd Jones, "The Politics of Urban Education for the 80's," in Urban Education in the 90's. (Reston, VA: National Association of Secondary School Principals, 1980): 93-100.

"Desegregation in Your School: Behavior Patterns Which get in the Way." Phi Delta Kappan, Nov. 1977, Vol. 59, No. 3, pp. 168-170.

With Russell Doll and Daniel Levine, "Systems Renewal in a Big City School District: The Lessons of Louisville." Phi Delta Kappan. April 1973, pp. 524-34.

With Norma Jean Anderson, "Psychological Education for Racial Awareness." Personnel and Guidance Journal. Vol. 51, No. 9, May 1973, pp. 666-70.

Consumer Beware. Glendale, Illinois: Scott Foresman, 1972.

Curriculum Vitae
Barbara J. Love

"Racism and Teacher Education." Meforum, Vol. 1, No. 3, Fall 1974, pp. 34-36.

"Survival Strategies for Teachers in Urban Schools." The Career Opportunities Research Memoranda Series, No. 20, University of Massachusetts, Amherst, 1973.

"Dialect Speaking Children: Some Implications for Teaching in Urban Schools." Career Opportunities Research Memoranda Series, University of Massachusetts, Amherst, Fall 1972.

"For New Leadership in Urban Teacher Training." Center for Urban Education Newsletter, Vol. 1, No. 111, University of Massachusetts, Amherst, April 1971.

Consulting Editor, Ginn Urban Reading Series, Ginn and Company, Boston, 1972-1975.

Consulting Editor, Strides Forward, Ginn and Company, Boston, 1972.

BOOK REVIEWS

A. Toure, From the Pyramids to the Projects: oems of Genocide and Resistance. (Accepted for publication in African Commentary).

Biakor, F.E., & Maltby, G.P., Pragmatism and Education in Africa. (Accepted for publication in African Commentary).

WORKS IN PROGRESS: BOOKS

Good Hair, Fair Skin and Thin Lips: Internalized Oppression and the Participation of African Americans in the United States. (Being considered for publication by Beacon Press: Boston.

Jumping Double Dutch: The Experience of African American Women in Higher Education. (For submission to Jossey Bass Publishers).

WORKS IN PROGRESS; WORKING PAPERS

"Social Identity Group and Organizational Culture".

"Organizational Culture Mapping: A Tool for MCO Assessment".

Curriculum Vitae
Barbara J. Love

"Managing the Transition from Monocultural to Multicultural Organizations: Individual and Institutional Indices.

"Alienation and Power among Black Managers in Corporate America: From Victim Role to Empowered Participation."

VIDEOTAPES

"Multiculturalism in the Workforce", Toledo, Ohio. May, 1990.

"Survival Strategies for the 1990's", Lucas County, Ohio, 1990.

"Achieving Multiculturalism in our Organizations", Skidmore College, March, 1989.

"Understanding Oppression", Conference on Racism and Sexism: Parallels and Intersections, University of Iowa, 1988.

"Building Multicultural Alliances Together", May, 1986.

"Organizational Culture and the Problems of Change: Factors of Gender and Race", Meeting Future Educational Needs: Diversity and Affirmative Action Conference, Univeristy of Massachusetts, Amherst, 1985.

"Managing the Transition from a Monocultural to a Multi-cultural Organization," Tennessee Valley Authority, 1982.

PAPERS AND PRESENTATIONS

Managing Diversity in the Univeristy Community. Perdue University. Ft. Wayne, Indiana, 1990.

Creating a Vision for Multicultural Organizational Development. New York Association of Women in Higher Education. Skidmore College, Saratoga Springs, N.Y., 1990.

Personal Empowerment land Leadership Development for Eliminating Racism Work. Sage College of Albany, Albany, N.Y., 1990.

Creating Organizational Diversity. Leadership Group, Bureau of Administration, Michigan Department of Transportation. Lansing, MI, 1990.

Curriculum Vitae
Barbara J. Love

Eliminating the Chilly Climate in Higher Education. Equity Council, University of Maryland at College Park, 1990.

Equity and Diversity in Higher Education. Wisconsin Women in Higher Education, Madison, Wisconsin, 1990.

Developing Multiculturalism in Higher Education. Freshmen Seminar Leaders, Emory University, Atlanta, GA, 1990.

Women in the Workplace. Women's Leadership Group. Apple Computer Inc., Cupertino, CA, 1989.

Stress Management in the Workplace. Massachusetts Department of Mental Health. Springfield, MA, 1989.

Achieving Equity Through Diversity. National Association of Women Deans, Administrators and Counselors. Annual Conference. San Diego, CA, 1989.

Strategies for Achieving Equity in Higher Education. Georgia's Third National Conference on Blacks in Higher Education. Atlanta, GA, 1989.

Empowerment Training for Increased Staff Effectiveness. Massachusetts Department of Mental Health. springfield, MA, 1989.

Multicultural Organizational Development in Higher Education. Third National Conference on Blacks in Higher Education. Maryland, 1989.

Women and Development: Women's Diverse Realities. UMass, Amherst, 1989.

Managing the Transition to Multicultural Organizations. Michigan Department of Commerce, Lansing, MI, 1989.

Minority Faculty Recruitment. Faculty, Smith College. Northampton, MA, 1988.

Creating Organizational Diversity. Toledo YWCA, Toledo, Ohio, 1988.

Liberation and Change: Guideline for Youth Development. Youth Action Program, N.Y., 1987.

"Building Alliances," Leadership Development Group, Jerusalem, Israel; Tel Aviv, Israel, 1986.

Curriculum Vitae
Barbara J. Love

ReEvaluation Counseling: A Component in Higher Education. National Association of Personnel Workers. New Orleans, LA, 1986.

Men and Women at Work. Digital Equipment Corporation. Springfield, MA, 1986.

Equity in Higher Education: Eliminating Racism. Oberlin College, Oberlin, Ohio, 1985.

Empowerment Strategies for Women. Non Governmental Organization Forum, United Nations Decade on Women. Nairobi, Kenya. East Africa, 1985.

Black Women in Higher Education. MTA, Boston, MA, January 1985.

Race, Gender and Organizational Culture. Manchester College, North Manchester, IN, April 1985.

Career Management Strategies for a Shrinking Environment. Black Managers Association, Tennessee Valley Authority, Chattanooga, TN, 1985.

The Academic Climate and the Participation of Women. W.A.G.E.S., Everywoman's Center. University of Massachusetts, Amherst, 1985.

Race, Gender and Corporate Culture. IBM Corporate Executive Conference. St. Paul, MN, 1984.

Historical Aspects of Black Women's Liberation. Women's Policy Planning Conference, Amsterdam, Netherlands, October 1984.

Race, Gender and Corporate Culture. North Texas Personnel Association. Dallas, Texas, 1984.

Black Women in Higher Education. Massachusetts Teachers Association, Boston, MA, 1984.

Human Resource Development in the Tennessee Valley Authority: An Organizational Assessment. Knoxville,TN, 1982.

Affirmative Action Guidelines for Human Resource Planning. Tennessee Valley Authority, Knoxville, TN, 1981.

Multi-Cultural Curriculum Development Models. National Education Association, Washington, D.C., 1980.

Curriculum Vitae
Barbara J. Love

Black/Jewish Dialogue. National Conference of Christians and Jews, New York, NY, 1980.

Impact of Race, Religion and Ethnicity on Organizational Effectiveness. Philadelphia Fellowship Commission, Philadelphia, PA, 1978.

Minorities in Higher Education. College Unions International, New York,m NY, 1976.

Racism and Higher Education: An Institutional Response. Annual Conference, National Alliance of Black School Educators, Chicago, IL, 1977.

Techniques for Developing a Multi-Cultural Classroom. ESSA Conference, Kansas City, Missouri, 1975.

Blacks in Institutes of Higher Education: Decision Makers. Annual Conference, National Alliance of Black School Educators, New Orleans, LA, 1976.

Developing Leadership in the Black Community. Keynote Address, Honors Day Program, University of Arkansas at Pine Bluff, 1975.

Perspectives of a Multi-Cultural Society: A Model for Curriculum Development. Annual Conference, College Composition and Communication, Atlanta, GA, 1974.

Dialect Speaking Children: Implications for Teaching in Urban Schools. Florida Reading Association Annual Conference, Miami, FL, 1972.

TELEVISION AND RADIO APPEARANCES

Reel to Reel. "The Role of Historically Black Colleges". Ch. 21, Springfield, MA, February, 1991.

Charles Kuralt. "Racism in Higher Education". NBC, February, 1988.

Hurrah. "Black Women and Feminism". Ch. 4, Washington, D.C., 1980.

Black College and Higher Education. Radio Station WHYN, Springfield, February, 1991.

II.

INTERNAL REVENUE SERVICE LETTER OF DETERMINATION

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
G.P.O. BOX 1680
BROOKLYN, NY 11202

DEPARTMENT OF THE TREASURY

Date APR 14 1994

THE EVERGREEN DIAMOND SYSTEM LTD
C/O SAMUEL RAY BASS
14 PENROSE ST.
SPRINGFIELD, MA 01109

Employer Identification Number:
04-3170127
Case Number:
114038010
Contact Person:
VINCENT A FUSCO JR
Contact Telephone Number:
(718) 488-2234
Accounting Period Ending:
July 31
Foundation Status Classification:
509(a)(1)
Advance Ruling Period Begins:
October 19, 1992
Advance Ruling Period Ends:
July 31, 1997
Addendum Applies:
Yes

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make a final determination of your foundation status.

If we publish a notice in the Internal Revenue Bulletin stating that we

III.

LETTERS OF SUPPORT

DUNBAR COMMUNITY CENTER INC.

33 OAK STREET
SPRINGFIELD, MASSACHUSETTS 01109
TELEPHONE 788-6143

February 13, 1995

Ms. Piedad Robertson
Secretary of Education
One Ashburton Place
Boston, MA 02202

Dear Ms. Robertson:

This is to announce my wholehearted and full support of the Springfield Diamond Charter School proposed by Samuel Bass.

I feel the efforts of Mr. Bass in creating such a school will benefit the inner-city youth of the City of Springfield. The spiraling rate of high school drop-out in this community indicates clearly that alternative educational opportunities are needed. The youth who attend the Dunbar Community Center will benefit from the Diamond System and all it has to offer the community.

I also feel that communication skills and entrepreneurial education are a must to succeed in today's society.

Sincerely,

Cherylyn Satterwhite

Cherylyn Satterwhite
Executive Director

CS

MARTIN LUTHER KING, JR. COMMUNITY CENTER

Dora D. Robinson
Executive Director

Beverly A. Homes
President

February 13, 1995

Mr. Samuel Bass, Executive Director
The Diamond Program
111 Thompson St.
Springfield, MA. 01109

Dear Mr. Bass:

It is a pleasure to submit this letter of support in endorsement of your application to operate a Charter School in the Springfield Community. I also applaud your past and current efforts to provide much needed educational support to at-risk youth in our community.

The Martin Luther King, Jr. Community Center pledges to support this project if it is funded. We are willing to do this because we understand that the quality of life for our youth is dependent on the quality of their educational experience. The success of the Diamond Project adds more creditability to your application and we truly recognize your commitment to educating our youth.

Please do not hesitate to contact me should you require any additional information or support.

Sincerely,

Dora D. Robinson

Dora D. Robinson
Executive Director

3 Rutland Street, Springfield, MA 01109 • P.O. Box 91026 MS, Springfield, MA 01139
VOICE - (413) 746-3655 FAX - (413) 746-5646

Community United Way of Pioneer Valley

RICHARD E. NEAL
SECOND DISTRICT, MASSACHUSETTS

WHIP AT-LARGE

COMMITTEE ON WAYS AND MEANS
SUBCOMMITTEE ON TRADE
SUBCOMMITTEE ON SELECT REVENUE MEASURES

Congress of the United States
House of Representatives
Washington, DC 20515

February 10, 1995

Piedad F. Robertson, Phd.
Executive Office of Education
Commonwealth of Massachusetts
1 Ashburton Place
Room 1401
Boston, MA 02108

Dear Dr. Robertson:

The Diamond School of Springfield is seeking status as a charter school under the Education Reform Act. I am writing to strongly support their application.

The Diamond School for Communication, Media and Entrepreneurial Education is a not-for-profit educational institution. It's design is to motivate students by engaging in a wide variety of teaching methods. The main benefactors of the Diamond School will be inner-city youths.

I am impressed that the Diamond School will serve as an institution that creates an environment wherein students can learn to develop and respect the cultural, racial, religious character of individual students and the collective diverse community within which they live and work.

As a former teacher myself, I know the importance of a quality education. I am confident that by allowing the Diamond School to become a charter school it will continue to provide a first-class education to the youth of Springfield.

If you have any questions, please feel free to call me personally.

Sincerely,

Richard E. Neal

RICHARD E. NEAL
Member of Congress

REN:

131 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-5601

1550 MAIN STREET
FEDERAL BUILDING
SPRINGFIELD, MA 01103
(413) 785-0325

4 CONGRESS STREET
POST OFFICE BUILDING
MILFORD, MA 01757
(508) 634-8198

Springfield
COLLEGE

263 Alden Street
Springfield, MA 01109-3797
(413) 748-3241
FAX: (413) 748-3746

OFFICE OF THE PRESIDENT

February 9, 1995

Piedad F. Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place
14th Floor
Boston, MA 02108

Dear Dr. Robertson:

On behalf of Springfield College, I am pleased to lend support for the application of the Diamond Charter School of Communication, Media and Entrepreneurial Education to be established in Springfield, Massachusetts.

This community based high school program is designed to provide a specialized education for at-risk urban youth. The program is committed to attracting students who are motivated to pursue studies focused upon the development of communication skills. Further, the program seeks to provide entrepreneurship skills which will ensure employment opportunities.

The need for quality education in our urban communities is great. The Diamond Charter School has the potential to contribute in a positive way to the education of a selected group of youth in Springfield. Your careful consideration of the proposal will be appreciated.

Thank you for your consideration of this request.

Sincerely,

R. Bromery

Randolph W. Bromery
President

RWB/elf

Robert E. McCollum
Springfield School Committee
763 Allen Street
Spfld, MA 01118
525-5600

February 3, 1995

Commonwealth of Massachusetts
Education Secretary
Piedad Robertson

Dear Madam Secretary

This is to announce my wholehearted and full support of the Springfield Diamond Charter School.

I feel the effort of Mr. Samuel Bass in creating a school that will help youngster understand and appreciate the free enterprise system, develop their entrepreneurial skills, and enhance their communication skills is desperately need in the city of Springfield.

I intend to work personally with the board of trustees in our to efforts to establish this charter school.

It is my belief this concept can and should be replicated throughout the Commonwealth and Springfield would be proud to be the birthplace of such a well intended effort.

If you have any questions or need any assistance in reaching a final determination please don't hesitate to call.

Thank you.

Very truly yours,

Robert E. McCollum

Robert E. McCollum
Member Springfield School Committee

DISCOVERY COMMUNICATIONS, INC.

January 31, 1995

Mr. Sam Bass
The Diamond School
Springield, MA

Dear Mr. Bass:

It was a great pleasure talking with you about possible collaborations between your school and The Discovery Channel's pilot project based on *The Promised Land.* As we discussed, *The Promised Land* is a five-hour documentary series that chronicles the massive northern migration of African Americans during the middle part of the 20th century.

The series airs primetime beginning February 12 from 9-11pm ET/PT and continues the following three evenings from 10-11pm ET/PT. The entire series will also appear commercial-free and copyright cleared for teachers during Spring '95 on Assignment Discovery. (Assignment Discovery airs on The Discovery Channel every Monday-Friday from 9-10am ET/PT.)

As part of a pilot project called the Discovery Learning Community, The Discovery Channel is creating an online site and an e-mail listserv based around *The Promised Land.* This is a virtual community where people come to share knowledge and feelings about the "Promised Land" migrations and the television series. Here, *The Promised Land* is understood to be a centerpiece of the African American experience...a formative chapter of US history...a departure point for myriad academic and cultural inquiries...and a continuing journey toward a better future.

It is truly exciting to us that your school focuses on communications and entrepreneurship, two areas of fundamental importance to young people, and especially to help empower students who have typically been underserved in this country.

I look forward to working with you more as a partner in our Learning Community, and hope you will serve as a moderator on our discussion group.

Sincerely,

Hunter Williams
Educational Relations

DELUXE CHECK PRINTERS
150 BROOKDALE DRIVE, P.O. BOX 799, SPRINGFIELD, MA 01102-0799

CUSTOMER SERVICE
413/781-1214

SALES & ADMINISTRATION
413/737-4378

August 9, 1994

Samuel R. Bass
Director, Diamond Program Ltd.
111 Thompson Street
Springfield, MA 01109

Dear Sam:

On behalf of the Deluxe Corporation Foundation, I am pleased to be forwarding to your attention a check in the amount of $2,000.00 for support of the **Diamond Program.** These monies were granted in recognition of the innovative program that you have set down for at risk youth within the Springfield community.

Sam, please extend our best wishes to your staff and the Board of Directors for continued success in fund-raising and in bringing the **Diamond Program** to fruition.

Sincerely,

Gary W. Billings
Plant Manager

GWB/dml

Enclosure

aldenville credit union

710 GRATTAN STREET
CHICOPEE, MASS. 01020
413 - 536-0475
FAX 413 - 536-0986

SAVINGS • LOANS • MORTGAGES

July 28, 1994

Samuel R. Bass
c/o The Diamond Program Ltd.
14 Penrose Street
P. O. Box 90283
Springfield, MA. 01139

Dear Sam:

Enclosed please find our check payable to your organization in the amount of $500.00.

I regret the delay in getting this out to you but quite honestly I just plain forgot. I regret the memory lapse!

While this contribution is nowhere near the amount you had requested, we must look at the many requests we receive and while many are honored they are generally for a lesser amount than requested. And again, in numerous instances, we are compelled to respond in a negative fashion because of the large numbers of requests we receive.

Our best wishes to you and The Diamond Program for your dedication and devotion to the disadvantaged youth of the area. Without people such as you this world would surely be much worse off. Thanks for giving us the opportunity to play a small role in helping your kids achieve a better life.

With best wishes and warmest regards.....

Aldenville Credit Union
Daniel R. Zajchowski
President/C.E.O.

JEWISH FEDERATION OF GREATER SPRINGFIELD, INC.
1160 DICKINSON STREET, SPRINGFIELD, MA 01108
(413) 737-4313 FAX (413) 737-4348

June 21, 1994

Mr. Samuel Bass
P.O. Box 90283
Springfield, MA 01139

Dear Sam:

It was certainly a pleasure to meet with you on Friday and to learn about the initiative for the entrepreneurial school in Springfield.

Please know that we, personally, and the Jewish Federation of Greater Springfield Community Relations Committee will do whatever is possible to help you in this endeavor. The concept is not only exciting, but will be an enrichment for the entire community.

We hope to meet with you again, perhaps when your plans are finalized by the State.

Sincerely,

Joel F. Weiss
Executive Director

Betsy Gaberman, Member
Community Relations Committee

IBM

International Business Machines Corporation

404 Wyman Street
P.O. Box 9114
Waltham, MA 02254-9114

June 1, 1994

Mr. Samuel R. Bass
Founder - Director
Diamond Program Limited
14 Penrose Street P.O. Box 90283
Springfield, MA 01139

Dear Mr. Bass:

The Diamond Program has been funded by the IBM Corporation through our Grants Program. We have carefully reviewed your past accomplishments and agree that your Program is a worthwhile endeavor. On behalf of IBM Corporation, I am pleased to tell you that a grant of $750.00 has been approved.

This grant will be paid upon our receipt of the attached form which is required to comply with Internal Revenue Code Operating Restrictions on Corporate Donations, effective January 1, 1994.

In any public acknowledgment of this grant, please credit IBM as the donor.

We are pleased to support the Diamond Program, and extend our best wishes for the continued success of your programs.

Sincerely,

William C. Lipscomb
Community Relations Program Manager

bl0601cc/lipscomb94a

REP ANTHONY M. SCIBELLI
DEAN OF THE
MASSACHUSETTS LEGISLATURE

THE GENERAL COURT OF MASSACHUSETTS
House of Representatives
Committee on Ways and Means
STATE HOUSE, BOSTON 02133

Committees:
House Ways and Means
Former Chairman
Government Regulations

March 14, 1994

Peidad Robertson
Secretary of Education
One Ashurton Place
Room 1401
Boston, MA 02108

Dear Secretary Robertson:

I am writing in support of the *Diamond Charter School for Communication Sciences and Entrepreneurial Education's* application to receive a charter from the Massachusetts Department of Education.

The school, under the direction of Sam Bass, would offer non-college bound students a unique curriculum that would empower students with the necessary skills needed in today's competitive job market. Students throughout the Commonwealth, particularly from Springfield's inner-city neighborhoods, will benefit greatly from charter based schools such as the Diamond program.

I thank you in advance for your time and consideration in the matter of Diamond's charter application.

Sincerely,

Anthony M. Scibelli

Anthony M. Scibelli
State Representative
Dean of the Massachusetts Legislature

COMMONWEALTH OF MASSACHUSETTS
MASSACHUSETTS SENATE
STATE HOUSE BOSTON 02133

SENATOR BRIAN P. LEES
MINORITY LEADER
ROOM 308, STATE HOUSE
(617) 722-1291

10 PARKER STREET
INDIAN ORCHARD, MA 01151
(413) 543-2167

March 14, 1994

Secretary Piedad Robertson
Executive Office of Education
McCormack Building, Room 1401
One Ashburton Place
Boston, MA 02108-1696

Dear Secretary Robertson:

I just wanted to take a moment to bring to your attention a matter which is of great importance to the greater Springfield area.

As you know, the Executive Office of Education is reviewing charter school applications to determine which will become the final 25 to receive a charter. One of these is the Diamond Program, in Springfield, MA.

This program is designed to meet the needs, educationally and emotionally, of inner-city youth, who find it difficult to adapt to the traditional school system. It would offer an intense and complete education in the fields of communication, sales, marketing, personal development, and interpersonal development.

Its founder and director Mr. Samuel R. Bass, has worked hard within the community, and is committed to the success of the Diamond Program. He is a successful businessman who realizes the importance of education, especially for "at risk" youth. I can not emphasize enough the benefits such a program would provide our community.

I ask that when you review Mr. Bass' application, you give it every consideration. If you have any questions regarding this matter, please do not hesitate to contact me.

With best wishes, I am

Sincerely,

Brian Lees

Brian P. Lees

BPL/cjs

cc: Mr. Samuel R. Bass

THE PUBLIC SCHOOLS of SPRINGFIELD, MASSACHUSETTS

Dr. Peter J. Negroni
Superintendent

Central Office
P.O. Box 1410
195 State Street
Springfield, MA
01102-1410

December 2, 1993

Dr. Sandra Eagleton, Executive Director
Community Foundation of Western Massachusetts
P.O. Box 15769
1500 Main Street - Suite 1814
Springfield, MA 01115

RE: DIAMOND COMMUNICATIONS CHARTER SCHOOL - SAMUEL R. BASS

Dear Dr. Eagleton:

As Superintendent of the Springfield Public Schools, I have advocated for the need to create additional programs which serve the needs of students. In this context, I have worked with and supported the efforts of Mr. Samuel Bass to organize, develop and operate a new Charter School under the mandates and provisions of the Educational Reform Act of 1993.

I have visited the proposed school location at 111 Thompson Street and discussed the general philosophy and instructional approaches to be employed by the Diamond Communications Charter School. I realize that the organization of an entirely new public school is no simple undertaking and I applaud Mr. Bass for reaching out for funding and technical assistance resources as evidenced by his application to the Community Foundation.

Hoping this letter serves as evidence of my understanding and support for what Mr. Bass is trying to do.

Sincerely,

PETER J. NEGRONI
Superintendent of Schools

PJN/afd

THE CITY OF SPRINGFIELD, MASSACHUSETTS

MAYOR ROBERT T. MARKEL

October 12, 1993

To Whom It May Concern:

I am writing this letter in support of Samuel Bass and the Diamond Program. This program offers alternatives to "at risk" youth and prepares them with the skills needed to compete in today's workforce.

Mr. Bass, a local businessman, has worked hard within the community and is committed to the success of the Diamond Program. His commitment has earned him the respect and confidence of our youth. Mr. Bass helps "at risk" students understand the value of education to their future.

Sincerely,

Robert T. Markel

Robert T. Markel
Mayor

RTM/jm

RICHARD E. NEAL
SECOND DISTRICT, MASSACHUSETTS

WHIP AT-LARGE

COMMITTEE ON WAYS AND MEANS
SUBCOMMITTEE ON TRADE
SUBCOMMITTEE ON SELECT REVENUE MEASURES

Congress of the United States
House of Representatives
Washington, DC 20515

September 22, 1993

Dr. Lee Brown
Office of National Drug Control Policy
750 17 St. NW
Washington, DC 20500

Dear Dr. Brown,

I would like to present to you this proposal for your review. This is a project developed by a constituient in my district, Samuel Bass. It is a drug prevention program based on the philsophy "an ounce of prevention is worth a pound of cure."

This program is designed to target inner-city and underpriviledged youth. The focus of this proposal is to give young people the opportunity to get off the street and into a working environment. An internship program would be developed within the communication industry where a marketable skill would be taught to them.

I believe that this program is worth reviewing. It has a solid base and the idea is complete.

Samuel Bass, whom I have known for many years is the founder of this program and is a hard working member of the Springfield, Massachusetts community. He has devoted much of his time and effort to being a "mentor" to the youth of the city. I would appreciate it if you would review his propsal and give it some feed-back.

Sincerely,

Richard E. Neal

RICHARD E. NEAL
Member of Congress

REN:bjc

131 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-5601

1550 MAIN STREET
FEDERAL BUILDING
SPRINGFIELD, MA 01103
(413) 785-0325

4 CONGRESS STREET
POST OFFICE BUILDING
MILFORD, MA 01757
(508) 634-8198

Springfield *City on the move*

Council Chambers
City Hall
Springfield,
Massachusetts 01103

April 26, 1993

To Whom It May Concern:

I am writing this letter on behalf of the Springfield City Council in support of Samuel Bass and the Diamond Program. The Diamond Program will give local youths a unique opportunity with hands on participation while teaching the youths a valuable skill.

Having known Mr. Bass for many years, I have always considered him to be one of the most dedicated and committed people to the youth in the Springfield Area. The Diamond Program is another example of Mr. Bass' continuing effort to work with teenagers in the Springfield Area.

In conclusion, I would just like to say that I strongly support Mr. Bass' efforts and the Diamond Program and feel that it will be extremely successful if it can be implemented.

If you have any questions regarding this matter, please feel free to contact me.

Thank you for your time and consideration.

Sincerely,

William Boyle, President
Springfield City Council

COMMONWEALTH OF MASSACHUSETTS
MASSACHUSETTS SENATE
STATE HOUSE, BOSTON 02133

LINDA J. MELCONIAN
1ST HAMPDEN DISTRICT
ROOM 213B, STATE HOUSE
TEL. (617) 722-1660

DISTRICT OFFICE:
375 WALNUT STREET EXT.
AGAWAM, MA 01001
TEL. (413) 786-6033

COMMITTEES:
SENATE WAYS AND MEANS (ASST. VICE CHAIR)
INSURANCE (CHAIR)
JUDICIARY (VICE CHAIR)
STATE ADMINISTRATION (VICE CHAIR)
POST AUDIT AND OVERSIGHT

March 23, 1993

To Whom It May Concern:

This is to serve as a letter of strong support of Samuel Bass and the conception of the Diamond Program.

I have known Sam for many years and find him to be a hard working individual who is well respected by the members of his community. He is a local business man located within the community and the editor of The Bottom Line newspaper. He works hard with community leaders to develop alternative programs that will address the educational and vocational needs for the "at-risk" youth in our communities.

The Diamond Program will introduce "at-risk" youth to the world of communications, writing, editing, and productions. It will offer an alternative for the "at-risk" youth and give them the opportunity to learn a profession that can be utilized anywhere in the country.

I am confident that Samual Bass will demonstrate the dedication and committment to the Diamond Program that has rendered The Bottom Line newspaper a success. I respectfully request that Samuel Bass be given every favorable consideration for the development of the Diamond Program.

With best wishes,

Sincerely,

Linda

LINDA J. MELCONIAN
State Senator

IV.

SPRINGFIELD PUBLIC SCHOOLS DEMOGRAPHICS

OCTOBER 1, 1994

I. Racial Composition

A. Special Education

	10/1/92	10/1/93	10/1/94
Black	1066 (31%) + 14	1096 (31%) + 30	1165 (31%) + 30
Hispanic	1229 (36%) + 177	1343 (38%) + 114	1521 (40%) + 178
White	1115 (32%) - 46	1064 (30%) - 51	1080 (28.5%)+ 16
Other	27 (1%) + 22	20 (1%) + 22	18 (0.5%)- 2
	3437 (+ 167)	3523 + 86	3784 + 261

B. Total School Enrollment

Black	6999 (29%) + 281	7125 (29%) + 126	7144 (29%) + 19	+ 426
Hispanic	8429 (35%) + 431	8706 (36%) + 277	9037 (38%) + 331	+ 1079
White	8262 (34%) - 655	7879 (33%) - 383	7374 (31%) - 505	- 1496
Other	455 (2%) + 2	534 (2%) + 79	509 (2%) - 25	[illegible]
	24145 (+ 59)	24244 + 99	24064 - 180	
	14.2%	14.5%	15.7%	

COMMENT: As of October 1, 1994 there were 24,064 students enrolled in the Springfield School System of which 23,817 (99%) attended the public schools in the city while 247 students were placed in out-of-district placements under Chapter 766 (0.1%). Of the 23,817 students attending Springfield Schools on October 1, 1994, 3537 (14.8%) were receiving special education services. In total, 3784 students of the total Springfield enrollment of 24,064 students (15.7%) in the System were receiving special education services on October 1, 1994.

C. Rate of Placement in Chapter 766 by Race

	10/1/92	10/1/93	10/1/94
Black	15.2 - (0.5)	15.4 + (0.2)	16.3 + (0.9)
Hispanic	14.6 + (1.4)	15.4 + (0.8)	16.8 + (1.4)
White	13.5 + (0.5)	13.5 0	14.6 + (1.1)

D. Chapter 766 Enrollment by Gender

	10/1/92	10/1/93	10/1/94
Male	2369 (69%) + 195	2412 (68%) + 43	2575 (68%) + 163
Female	1068 (31%) - 28	1111 (32%) + 43	1209 (32%) + 98
	3437 (+ 167)	3523 (+ 86)	3784 (+ 261)

-over-

E. Comparison by Grade Level

	10/1/92	10/1/93	10/1/94
Preschool (3 & 4 yr.)	260 (+ 7)(8%)	269 (+ 9)	233 (- 36)
Kindergarten	134 (+ 33)(4%)	175 (+ 41)	186 (+ 11)
Grades 1-6	1606 (- 76)(46%)	1827 (+221)	1961 (+134)
Grades 7-12	1437 (+203)(42%)	1252 (-185)	1404 (+152)
	3437	3523	3784

F. Comparison/Prototype

	10/1/92	10/1/93	10/1/94
502.1	400 (+178) = 12%	514 (+114) = 15%	687 (+173) = 18%
502.2	713 (-350) = 21%	695 (- 18) = 20%	727 (+ 32) = 19%
502.3	676 (- 65) = 20%	701 (- 25) = 20%	736 (+ 35) = 20%
502.4 }	1212 (+411) = 35%	1146 (- 66) = 32.1%	1260 (+114) = 33.8%
502.4(i)			
502.5	156 (+ 19) = 4%	186 (+ 30) = 5%	203 (+ 17) = 5%
502.6	29 (- 5) = 1%	22 (- 7) = 0.6%	7 (- 15) = 0.2%
502.7	17 (- 2) = 0.4%	10 (- 7) = 0.3%	0 (- 10) = 0%
502.8	234 (- 19) = 7%	249 (+ 15) = 7%	164 (- 85) = 4%

Table 5

SCHOOL SYSTEM SUMMARY REPORT
ALL SPECIAL EDUCATION STUDENTS
OCTOBER 1, 1994

SPECIAL EDUCATION
SECTION I:

SYSTEM CODE 281

PART A. BY RACE

	RACE	CHAPTER 766 PROTOTYPE									10 TOTAL
		1 MODIFIED	2 UP TO 25% SEPARATE	3 25% TO 60% SEPARATE	4 SUBSTAN-TIALLY SEPARATE	5 SEPARATE FACILITY	6 SPECIAL DAY	7 SPECIAL RESIDEN-TIAL	8 HOME OR HOSPITAL	9 3 AND 4 YEAR OLDS	
		502.1	502.2	502.3	502.4	502.4(i)	502.5	502.6	502.7	502.8	
01	AMERICAN INDIAN	1	0	0	0	0	0	0	0	0	1
02	ASIAN	1	7	0	8	0	1	0	0	0	17
03	BLACK: NON-HISPANIC	226	184	252	399	14	51	2	0	37	1165
04	HISPANIC	189	264	332	600	20	48	1	0	67	1521
06	WHITE: NON-HISPANIC	270	272	152	216	3	103	4	0	60	1080
07	TOTAL PART A	687	727	736	1223	37	203	7	0	164	3784

PART B. STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH

	STUDENT'S FIRST LANGUAGE	CHAPTER 766 PROTOTYPE									10 TOTAL
		1 MODIFIED	2 UP TO 25% SEPARATE	3 25% TO 60% SEPARATE	4 SUBSTAN-TIALLY SEPARATE	5 SEPARATE FACILITY	6 SPECIAL DAY	7 SPECIAL RESIDEN-TIAL	8 HOME OR HOSPITAL	9 3 AND 4 YEAR OLDS	
		502.1	502.2	502.3	502.4	502.4(i)	502.5	502.6	502.7	502.8	
01	CAPE VERDEAN	0	0	0	0	0	0	0	0	0	0
02	CHINESE	0	2	0	0	0	1	0	0	0	3
03	HAITIAN CREOLE	0	0	0	0	0	0	0	0	0	0
04	KHMER	0	0	0	0	0	0	0	0	0	0
05	PORTUGUESE	0	1	2	1	0	1	0	0	0	5
06	SPANISH	86	164	169	380	9	44	2	0	40	894
07	VIETNAMESE	0	0	0	4	0	0	0	0	0	4
08	OTHER NON ENGLISH	4	7	5	10	0	1	0	0	2	29
09	TOTAL PART B	90	174	176	395	9	47	2	0	42	935

ıble 5

SCHOOL SYSTEM SUMMARY REPORT
ALL SPECIAL EDUCATION STUDENTS
OCTOBER 1, 1994

PECIAL EDUCATION
ECTION I:
PART C. AGE BY SEX

SYSTEM CODE 281

AGE ON OCTOBER 1		CHAPTER 766 PROTOTYPE																		10 TOTAL	
		1 MODIFIED		2 UP TO 25% SEPARATE		3 25% TO 60% SEPARATE		4 SUBSTAN-TIALLY SEPARATE		5 SEPARATE FACILITY		6 SPECIAL DAY		7 SPECIAL RESIDEN-TIAL		8 HOME OR HOSPITAL		9 3 AND 4 YEAR OLDS			
		502.1		502.2		502.3		502.4		502.4(i)		502.5		502.6		502.7		502.8			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
01	3 YEARS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	48	23	48	23
02	4 YEARS	1	1	1	0	0	0	34	11	0	0	1	1	0	0	0	0	67	32	99	45
03	5 YEARS	39	22	59	27	0	0	28	7	0	0	1	1	0	0	0	0	0	0	127	57
04	6 YEARS	44	27	48	15	2	1	51	20	0	0	0	3	0	0	0	0	0	0	145	66
05	7 YEARS	52	25	50	25	8	2	57	24	0	0	4	0	0	0	0	0	0	0	171	76
06	8 YEARS	34	14	47	36	41	16	81	27	0	0	0	1	0	0	0	0	0	0	203	94
07	9 YEARS	29	13	51	18	63	34	89	35	0	0	4	1	0	0	0	0	0	0	236	101
08	10 YEARS	39	29	25	24	66	40	77	35	0	0	11	4	0	0	0	0	0	0	218	132
09	11 YEARS	38	23	34	17	68	33	97	31	1	0	7	5	0	0	0	0	0	0	246	109
10	12 YEARS	38	26	33	9	52	32	84	37	3	0	8	3	0	0	0	0	0	0	219	107
11	13 YEARS	45	28	40	18	32	14	83	30	7	0	14	7	1	0	0	0	0	0	222	98
12	14 YEARS	36	24	45	14	55	29	57	29	9	0	20	15	1	0	0	0	0	0	223	111
13	15 YEARS	31	8	23	15	43	22	43	17	6	0	20	6	1	1	0	0	0	0	167	68
14	16 YEARS	7	2	20	5	28	14	19	21	3	1	19	5	1	0	0	0	0	0	96	48
15	17 YEARS	8	1	14	7	17	3	19	13	4	1	11	5	1	0	0	0	0	0	73	30
16	18 YEARS	1	1	2	1	11	3	17	14	1	0	11	3	0	0	0	0	0	0	43	22
17	19 YEARS	0	0	2	1	5	1	9	6	0	0	3	2	0	0	0	0	0	0	19	10
18	20 YEARS	1	0	1	0	1	0	7	6	0	0	3	3	0	1	0	0	0	0	13	10
19	21 YEARS	0	0	0	0	0	0	7	1	0	0	0	1	0	0	0	0	0	0	7	2
20	SUB-TOTAL	443	244	495	232	492	244	859	364	34	2	137	66	5	2	0	0	110	55	2575	1209
21	TOTAL	687		727		736		1223		36		203		7		0		165		3784	

Table 5

SCHOOL SYSTEM SUMMARY REPORT
ALL SPECIAL EDUCATION STUDENTS
OCTOBER 1, 1994

SPECIAL EDUCATION
SECTION I:
PART D. BY GRADE LEVEL

SYSTEM CODE 281

GRADE LEVEL		CHAPTER 766 PROTOTYPE									10 TOTAL
		1 MODIFIED	2 UP TO 25% SEPARATE	3 25% TO 60% SEPARATE	4 SUBSTAN-TIALLY SEPARATE	5 SEPARATE FACILITY	6 SPECIAL DAY	7 SPECIAL RESIDEN-TIAL	8 HOME OR HOSPITAL	9 3 AND 4 YEAR OLDS	
		502.1	502.2	502.3	502.4	502.4(i)	502.5	502.6	502.7	502.8	
01	PRE-KINDERGARTEN	0	0	0	67	0	2	0	0	164	233
02	KINDERGARTEN	79	86	0	20	0	1	0	0		186
03	GRADES 1-6	378	404	438	684	3	53	1	0		1961
04	GRADES 7-12	230	236	298	446	34	147	6	0		1397
05	BEYOND GRADE 12	0	1	0	6	0	0	0	0		7
06	TOTAL PART D	687	727	736	1223	37	203	7	0	164	3784

PART E. BY DISADVANTAGED STUDENTS

ECONOMICALLY DISADVANTAGED STUDENTS		CHAPTER 766 PROTOTYPE									10 TOTAL
		1 MODIFIED	2 UP TO 25% SEPARATE	3 25% TO 60% SEPARATE	4 SUBSTAN-TIALLY SEPARATE	5 SEPARATE FACILITY	6 SPECIAL DAY	7 SPECIAL RESIDEN-TIAL	8 HOME OR HOSPITAL	9 3 AND 4 YEAR OLDS	
		502.1	502.2	502.3	502.4	502.4(i)	502.5	502.6	502.7	502.8	
01	NUMBER OF STUDENTS	407	415	531	1031	36	105	4	0	87	2616

CONTACT PERSON John F. Slasinski TITLE Supervisor of Special Education

TELEPHONE NUMBER (413) 787-7039 EXT
area telephone # extension

Table 5

SCHOOL SYSTEM SUMMARY REPORT
ALL SPECIAL EDUCATION STUDENTS
OCTOBER 1, 1994

SPECIAL EDUCATION
SECTION I:

SYSTEM CODE 281

PART F. STUDENTS RECEIVING EDUCATIONAL SERVICES IN EDUCATIONAL COLLABORATIVES

1. Report a Headcount. Count students only once.
2. Report students who are enrolled in collaborative programs for the majority of their school day only.
3. Special education students should not be counted under the column marked "Regular or Vocational Education", column 3.

1	2	3	SPECIAL EDUCATION							11
			4	5	6	7	8	9	10	
Code*	Name of Educational Collaborative*	Regular or Vocational Education	502.1 Regular Education Modified	502.2 Up to 25% Out of Reg. Education	502.3 25% to 60% Out of Reg. Education	502.4 Substantially Separate	502.4(i) Separate Facility	502.7 Home or Hospital	502.8 3 and 4 Year Olds	HEAD-COUNT TOTAL
536	Lower Pioneer Valle Ed. Collaborative					22				22
532	Hampshire Ed. Collaborative					15				15
HEADCOUNT TOTAL										37

* SEE PAGE 12 FOR LIST OF COLLABORATIVE AND THEIR CODES

CONTACT PERSON John F. Slasinski TITLE Supervisor of Special Education

V.

COPYRIGHTED ENTREPRENEURIAL EDUCATION CURRICULA

The Springfield Charter School's Entrepreneurial Education Program

"Give a man a fish, he'll eat for a day, show him how to fish, he'll eat for a lifetime" Anonymous

The quotation above forms the core of the philosophy of one of the Evergreen Diamond System Founders and Developer, Samuel R. Bass and Curriculum Advisor, Steven Spinelli, Doctoral Candidate at Babson College. These two individuals have put together and copyrighted an Entrepreneurial Education Curriculum. Its design includes the element of learning to sell a product, service or talent once it has been developed or manufactured. Selling or marketing requires self-confidence. Therefore, the curriculum includes course work in interpersonal skills building. Entrepreneurial Education Courses will include, but, not be limited to:

*Decision making
*Humanities
*Home economics
*Family values
*Sex education
*Cultural diversity
*World religions
*Dressing for success
*Ethics
*Creative thinking and writing
*Public speaking
*Public relations
*Economics
*Principles of Management
*Market research
*Creating the Business Plan
*Money management
*Financing a business investment strategy
*The art of selling
*Theories of business development
*Business Law
*The history of the media
*Media productions
*The history of science
*Scientific productions
*Telemarketing science and skills
*International marketing strategies
*Advertisement effectiveness
*Creating the portfolio

The Springfield Charter School students will also receive 'hands on' training in businesses and entrepreneurial ventures through internships and other working relationships established through the Evergreen Diamond Systems, Limited.

VI.

OPERATING BUDGET

Charter School Operating Budget
Five Year Projection

Description	FY 1995	FY 1996
REVENUES		
Per Pupil Tuition Revenue	300,000.00	515,000.00
Student Entitlements	30,000.00	165,000.00
Grants	135,000.00	165,000.00
TOTAL REVENUES	465,000.00	780,000.00
EXPENSES		
Direct Student Costs:		
Transportation	12,000.00	20,000.00
Supplies	14,700.00	20,580.00
Computers and Materials	24,000.00	49,280.00
Field Study	9,000.00	15,000.00
Insurance Expense	6,000.00	6,000.00
Total Direct Student Costs	65,000.00	110,860.00
Personnel:		
Principal/Executive	51,000.00	52,530.00
Teachers	195,000.00	280,850.00
Clerical	19,000.00	19,570.00
Custodians	4,800.00	4,800.00
Benefits	47,000.00	61,410.00
Staff Development	10,000.00	10,300.00
Total Personnel	326,000.00	429,460.00
Occupancy:		
Rent	10,000.00	15,000.00
Mortgage		
Maintenance	1,000.00	1,000.00
Utilities	3,060.00	6,120.00
Janitorial Supplies	400.00	800.00
Total Occupancy	14,460.00	22,920.00
Office:		
Supplies	5,500.00	7,700.00
Equipment Rental/Maintenance	4,650.00	4,743.00
Telephone/Communications	1,500.00	2,700.00
Accounting & Payroll	15,000.00	15,000.00
Printing & Copying	6,000.00	8,400.00
Postage & Shipping	10,500.00	14,700.00
Total Office	43,150.00	53,243.00
Other:		
Class Field Trip	2,000.00	3,000.00
TOTAL EXPENSES	450,610.00	619,483.00
EXCESS (or DEFICIENCY)	14,390.00	160,517.00
BEGINNING FUND BALANCE	465,000.00	14,390.00
ENDING FUND BALANCE	14,390.00	174,907.00

Five Year Projection

FY 1997	FY 1998	FY 1999
742,700.00	1,420,640.00	1,800,960.00
120,000.00	150,000.00	320,000.00
120,000.00	150,000.00	115,000.00
982,700.00	1,820,640.00	2,235,960.00
28,000.00	52,000.00	64,000.00
28,812.00	42,065.00	50,478.00
55,800.00	103,550.00	91,200.00
21,000.00	39,000.00	48,000.00
10,000.00	10,000.00	10,000.00
143,612.00	246,615.00	263,678.00
105,106.00	108,259.00	111,506.00
404,276.00	576,403.00	708,696.00
39,157.00	59,332.00	61,112.00
4,800.00	4,800.00	20,000.00
96,252.00	120,139.00	144,743.00
16,609.00	23,108.00	23,800.00
666,200.00	892,041.00	1,069,857.00
15,000.00	15,000.00	10,000.00
	14,400.00	14,400.00
1,000.00	1,500.00	1,500.00
6,120.00	9,500.00	6,440.00
800.00	1,200.00	800.00
22,920.00	41,600.00	33,140.00
10,780.00	16,012.00	19,921.00
4,790.00	4,886.00	5,000.00
3,500.00	5,000.00	5,000.00
20,000.00	20,000.00	25,000.00
11,760.00	17,170.00	20,603.00
20,580.00	28,812.00	34,574.00
71,410.00	91,880.00	110,098.00
4,000.00	6,000.00	6,000.00
908,142.00	1,278,136.00	1,482,773.00
74,558.00	542,504.00	753,187.00
174,907.00	249,495.00	791,999.00
249,495.00	791,999.00	1,545,186.00

Five Year Projection

VII.

FINANCIAL STATEMENT

Financial Statement

Start-up Expense Budget
For Projected Springfield Charter School
March 1995 through August 1995

Project Staff Coordinator plus one-third time Program Associate	$ 34,167
Part-time clerical and administrative support	11,000
FICA and benefits	10,000
Consultants (Spec. Ed. Evaluators and Trainers)	12,500
Grantwriter	7,000
Accounting service	3,500
Legal Counsel	7,000
Phone	1,500
Postage	1,250
Supplies, recruitment materials	7,000
Rent and utilities	7.500
Total	$102,417

Start-up Balance Requests

Balance requested from Executive Office of Education	$ 10,000
Balance requested from other funding sources	$ 92,417
Total	$102,417